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ABSTRACT

This publication identifies rationale, content, and materials for teaching about world problems in the elementary school. Intended predominantly for use by classroom teachers and supervisors, the publication is also a useful resource for teacher training. It contains four chapters. Chapter I, A Perspective on Global Studies, reviews the historical precedent of global education, focuses on the individual in world affairs, and explains why global studies belongs in the elementary curriculum. Chapter II, An Approach to Global Studies: Balancing Problems and Promises, suggests organizing themes for teaching international affairs with an integrated approach. In this section selected problems such as food crisis and hunger, war and conflict, and pollution are described. Chapter III, Who's In Charge--How to Proceed, explains how to develop and implement a global studies curriculum and how to assess curriculum materials. Chapter IV, Resources for Teachers, suggests background materials on population, resource shortages, food crises, environmental pollution, war, conflict and nuclear proliferation, income disparity and poverty, urbanization and urban deterioration. Of the background resources listed, 49 are briefly annotated and 35 are indexed but not annotated. A list of films and a directory of project supporters are included in the document. (Author/DB)

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Global Studies

Problems and Promises for Elementary Teachers

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Norman V. Overly and Richard D. Kimpston, editors

GLOBAL STUDIES

Problems and Promises for Elementary Teachers

Norman V. Overly
and
Richard D. Kimpston, editors

Association for Supervision and Curriculum Development
1701 K Street, N.W., Suite 1100, Washington, D.C. 20006

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Foreword

Although much is written on the topic of international education, no monograph to my knowledge has attempted what these authors have attempted. They have combined the worlds of general and specific, ends and means, humanism and utilitarianism. The result is a realistic plan for curriculum and instruction development in international education that can work. They have balanced the smallness of the globe with the largeness of people; the problems of living with the promise of those alive; the constructs for thinking with the realizable activities for learning.

The monograph is at one and the same time a useful resource for professors in teacher training settings and for supervisors and teachers in classroom settings. It sidesteps the problems inherent in a disjunctive set of "cookbook" activities by providing rationale and frameworks for conscious deliberate action — a much needed dimension in the teaching of international education in our schools.

The critical need to teach children about the interrelatedness of the human family is recognized throughout the world. Yet, this monograph does not fall error to an over sophistication and abstraction of the issues. Used as part of curriculum and staff development activities in schools, this monograph will not be part of the *problems* of past change efforts, but will hold *promise* for needed, responsible, and relevant improvement in the education of our elementary school children.

Charles A. Speiker
Associate Director, ASCD

This publication was not funded in the traditional manner. It was the direct result of ASCD cooperating with a foundation and several ASCD affiliate units. Therefore, it is not part of those materials received through an ASCD comprehensive membership.

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C.A.S.

Introduction

Global problems are both immediate and complex. Whether we wish to be aware or involved, we are confronted by the necessity of a world view and the urgent need to be involved. However, few persons, without giving special attention to the areas encompassing global problems do more than reflect a local, parochial perspective, no matter how well intentioned. But even in light of the difficulties inherent in dealing with these concerns, we are convinced that these are critical areas demanding attention by educators at all levels of instruction. Indeed, attention to global studies becomes more crucial to the survival of the world each day.

We do not assume that familiarity with global problems is sufficient to stay the rush toward international conflict or environmental pollution. Yet, without broad understanding of these problems and related changes in life on Planet Earth, the future would appear to be dim. As educators, we believe we have a special responsibility to help children develop as thorough an understanding of their world as they are able. It is at the point of determining the level of ability to understand and cope — by both child and teacher — that the challenge becomes complex.

A match must be created between the readiness level of the students and the teacher's own level of awareness, ability to teach or lead instruction, acceptance of the desirability of such instruction, and commitment to it. Given the present state of educational goals, national commitments, and teacher education, the need for leadership in this critical area of instruction becomes obvious.

This publication attempts to address itself to the task of identifying rationale, content, and materials for teaching about world problems in the elementary school. While it would seem to be fairly easy to set forth one more cookbook of ideas for the classroom teacher, the authors of this booklet have found the task complicated by the seemingly innocent boundaries established in our purpose.

First of all, we find very little material prepared for global studies at the elementary level; and when materials are available they are almost exclusively for use in social studies programs. The usual approach to social education in elementary schools is egocentric and parochial, dealing with the immediate and familiar environment. Second, and related to the first, we find little support in the psychological literature that suggests that elementary students

are usually able to deal with the complicated concepts of global relationships and abstract problem identification and resolution which encompass education about global problems in secondary schools. Third, we are troubled by the continuing effort to effect change in American education by preparing materials to be used by teachers without preparation of the teachers to use the materials or understand the content and intent of the materials.

This publication is designed to be used by classroom teachers. The classroom teacher remains the most common influential agent interfacing with the youth of this nation. Ultimately, the translation of the ideas expressed here into reality for children in elementary classrooms is the responsibility of individual teachers who must create the climate for learning and who must stand ready to make resources available or at least point the way to them. However, the authors also recognize that other persons are important in any effort to change curriculum and instruction on a broad front.

Crucial to such efforts are the supervisors, curriculum directors, principals, team leaders, and superintendents who work most directly with individual teachers and groups of teachers to develop curriculum and improve instruction. Furthermore, members of the leadership team are critical links in the chain that helps teachers become aware of publications such as this. Without them, many classroom teachers would not even be exposed to much of the literature. This publication should be of value to schools and school districts seeking suggestions and guidance in approaching the problems and promises inherent in concern for improvement of humankind's quality of life.

ACKNOWLEDGMENTS

Acknowledgment must be made of several persons who made special contributions to the completion of this publication. The idea for the booklet came from Mr. William Breese, President of the Longview Foundation. James Becker contributed heavily to the initial conceptualization of an approach to Mr. Breese's idea. In turn, Charles A. Speiker encouraged and shepherded the authors through a series of starts and stops. Lee Anderson and Roger Berg added suggestions for resources and made materials available to us, while Diana Barber added editing and referencing assistance. We had the important assistance with typing from Myra Taub and Colette Williams. Final editing of the manuscript and publication of this booklet were the responsibility of Charles A. Speiker, Associate Director of ASCD, with grateful assistance from Robert R. Leeper and Nancy Olson of ASCD. Appreciation is also extended to the many ASCD affiliate units that contributed monies toward this joint effort.

Norman V. Overly
Richard D. Kimpston

CHAPTER I

A Perspective on Global Studies

Norman V. Overly*

We live in an age that makes heavy demands on education and educators. As institutions change and the locus of responsibility is modified, the public schools are increasingly called upon to address new concerns and to take on added responsibilities for meeting the needs of the rapidly changing society. Some think it is time to call a halt to the practice of turning immediately to the schools to redress imbalances in social practice, to overcome deficiencies in family and religious contributions to individual and societal development, to prevent medical catastrophes, and to improve the physical conditions of those suffering from malnutrition and other repercussions of poverty.

The classroom teacher, administrator, school board member and taxpayer are all apt to cry out, "Stop!" "Enough is enough!" "The schools can only do so much!" "How can you ask us to consider yet another addition to the overcrowded curriculum of the schools?" It is easy to agree with these pleas. But before turning our backs on the expectation that the elementary schools take responsibility for the study of global problems, let us look anew at the task before us as educators, whether we are school board members, classroom teachers, parents, or administrators.

It is important to recall that schools in the United States, while pressed to address numerous societal problems and concerns, have not wavered from their responsibility of providing for the general education of students. General education includes broad outcomes that are desirable and common to all programs. Furthermore, a well developed program of general education provides the basic integrating experiences to help the learner become an effective, well-adjusted person and member of a social group. The achievement of both individual and societal goals is an important aspect of general education. A critical affirmation within our democratic society is the centrality of

*The author wishes to give special recognition to Dr. James Becker, Social Studies Development Center, Indiana University, who drafted an original statement on new perspectives for global education. His thinking has greatly influenced the author, but Dr. Becker is not responsible for the opinions or conclusions expressed in this chapter.

individual rights and freedom. But one is free and has rights in proportion to self-knowledge and ability to accept oneself; this recognition and acceptance is in comparison to others. We know ourselves as our mother, father, siblings, and other members of the environment interact with us and provide us clues to our meaning in the family and community. At the same time we know others in the acceptance or rejection, the love and caring, the jealousy and reserve of those about us. Thus understanding self and others is coextensive, if not uniformly clear and equal. The general knowledge, skills, and attitudes which lead to self-fulfillment, self-understanding, and self-esteem cannot be realized in a vacuum. As important as the rights, privileges and responsibilities of the individual are, their optimum development is dependent upon relationship to significant others. A primary purpose of general education is to assist the learner in the development of understandings and knowledge that will foster this quality of selfhood.

The fostering of international understanding and the awareness of global problems and interdependence are not only compatible with the realization of these goals, they are indispensible ingredients if maximum individual and societal fulfillment are to be achieved. Therefore, we would argue that global studies is not yet another subject to be added to the already crowded elementary school curriculum; rather, it can be an all encompassing organizer for general education, inclusive of all other studies. The critical questions are not whether there is room in the curriculum for studies of global problems but what are the attitudes and perspectives of those designing and implementing the curriculum and the inclusiveness and organization of the content and design? Do the designers and implementers of curriculum for our elementary schools recognize the claim of a global perspective on the curriculum?

A Current Need

We wish to establish that an emphasis on global studies should not constitute an addition to the curriculum. We also wish to establish that attention to global studies or a reorganization of efforts at general education to focus on particular elements of global studies is a pressing current need. As we shift our attention from space exploration and Viet Nam and focus once more on problems in our own backyard, we discover that the near problems can no longer be neatly separated from the far problems, if they ever could be. Yet, the connections between life in Hometown, USA, and global social and economic interaction are only beginning to receive attention. In one sense, the real difficulty, as Pogo reminds us, is *us*. We are imprisoned by assumptions and resistances, and we seek easy solutions.

The most recent concern to impinge upon the comfort of our existence is the threat of pollution from the very technology and industry that sustain us

in the manner to which we have grown accustomed. Heat pollution, excessive hydrocarbons in the environment, mercury spillage, acids in the air, and asbestos fibers in our water not only threaten *life* today, but stone memorials to our past crumble under the uncontrolled holocaust and we mortgage health, as well as the finances of future generations in the unexamined pursuit of development in the name of progress.

We are beginning to recognize the globe girdling tentacles of our concerns and involvements. It is already a cliche to speak of the global village. Only our own intransigence and prejudices blind us to the implications of satellite communication and instantaneous replay of far away events. Words and images are not the only things communicated with blinding speed. Disease and death splash over natural and manmade boundaries alike with remarkable ease. A sneeze in Hong Kong becomes an epidemic in London and New York; a political decision in Japan creates bloodshed in Rome or Geneva. Likewise, an atomic explosion in China creates radiation fallout in Japan and the United States; projected oil depletion in Saudi Arabia creates shock waves of inflation and unemployment throughout the world. Overpopulation in India and Latin America means a boon of cheap goods and services for the U.S. and other wealthy countries because of the abundance of cheap labor, while the consumption oriented economies of these same countries pose concomitant problems of excessive drain on resources in forms of space, food, water, and air.

In every instance, we are bound to others in our plight and in our hope for resolution of the challenge to our being. The need has been demonstrated. We must cooperate. We must know our brothers and sisters, for they are legion. We are beyond a doubt travelers together on Spaceship Earth. The survival of human life on earth may depend on a marshaling of a global will, a commitment to interdependence.

Historical Precedent

Lest we think we are facing a unique twentieth century phenomenon in the guise of interdependence, we should reflect for a moment on our historical roots and the meaning of the battle for our independence as a nation some two hundred years ago. Americans, more than any other cultural group with the possible exception of the Soviets and the Chinese, have viewed themselves collectively as being self-sufficient. In large part this was a natural perception because of the amount of our resources and the easy command we had of those resources we lacked. But from the first tentative efforts by non-natives to exist on the North American continent to the present we have been confronted by our dependence on others.

The initial points of conflict between England and the colonists were re-

lated to international dependence. The Boston Tea Party, symbolic act of defiance, was an expression of independence relative to an import upon which we are still dependent. (Sassafras has never seriously challenged Orange Pekoe or Darjeeling.) Likewise, the colonial leaders recognized the need for each state to join with other states if their act of defiance was to succeed. In addition, the success of the audacious declaration of independence was nurtured on the support, both imagined and real, of varying alliances with other nations. We have always looked beyond our borders and appreciated the bond of humanity and the demands of civil intercourse as a unique feature of our humanity and the form of government our endeavors have fostered.

Our means of communication are now nearly instantaneous and global, but they are only the evolutionary products of a technological interdependence involving the international mails, telephone and telegraph, features of people's desire to communicate. As our civilization has developed, we have continued to create an increasingly complex and interdependent society.

Furthermore, the international scientific and medical communities have long spoken a common language and shared in humanitarian work. If for no other reason than to prevent the spread of epidemics of yellow fever, cholera, typhoid, and tuberculosis, international cooperation and regulations have come into existence. But it is more than a need growing out of problems to be overcome. Our historical experience notwithstanding, we are faced with a need for answers that technology alone cannot supply. We search desperately for scientific solutions rather than facing up to the necessity for ethical beliefs.

The Individual in World Affairs

The search for a corporate ethical stance must become a national and transnational goal. It should be apparent to all that some of our long-cherished political and economic arrangements must be altered. Far reaching institutional adaptations are necessary. But, changing the structures of society without changing the supporting moral base as well as the moral and ethical perspective of the individuals who compose the society is likely to be ineffective. The problems we face are not so much a matter of social organizations as of social interaction.

The human potential of large portions of humankind continues to be wasted. There seems to be little hope of improving our situation unless value and behavior changes in the affluent countries occur along with drastic political adjustments in the low-income countries. A broad-scale, multi-faceted program which is aimed at improving the physical existence of the poor sectors of humanity is essential. But, concomitantly, people need to become more discriminating, more compassionate, and less bigoted. The struggle

must be less a struggle over the nature of institutions than over minds. The challenge is to recognize the nature, the scale, and the implications of the transformation that are taking place in the world and to develop, or some would say, to release, our capacity to discriminate, to adapt, to coordinate, to cope, to achieve the human potential needed to shape a better future.

As one of society's means of seeking to fulfill its highest ideals, education must be improved and the creative capacities of our culture engaged in seeking to meet the challenges we face. To date, the dramatic changes in society since 1900 have had little impact in the curricula of our schools or in our colleges and universities. Despite the rhetoric and the demands for reform, the changelessness of the content of schooling is striking. American children today receive largely the same education their grandparents did. The expanding communities approach to social studies remains the mid-twentieth century orthodoxy while changes within the group experience of our young such as instantaneous telecommunications, international films, and extensive travel, frequently equip them to move more rapidly and with greater sophistication into the reality of the late twentieth century.

No society or institution can long remain on a divergent course with reality. Among the more significant of the new realities confronting us are the diffusion of power, the startling increase in international interactions in the areas of trade, travel, and finance, the increase in the number and variety of international organizations, as well as the developments in communications technology which make it possible for people the world over to see and hear one another, even if we do not always understand. The word or concept used most often to describe this situation is *interdependence*. The price of meat or bread, utility bills, transportation costs, and the host of economic, political, and social issues associated with the cost, availability, distribution, and production of these necessities, are bringing the meaning of this word home to Mainstreet, USA.

Life in our hometowns has, for good or ill, been changed by increasing interdependence. The impact of world events on the everyday lives of people is stimulating changes in the ways we look at world affairs. Travel, exchange students, multi-national corporations, trade missions, newspaper headlines, and TV provide millions of Americans with information and experiences which 20 years ago would have seemed unreal or impossible. But local efforts to understand and gain some control over these events or circumstances have received little attention in formal educational circles. There are many excellent programs which highlight foreign policy issues, emphasize area studies specialization, provide information on the latest world crises, or provide coverage of the most recent summit meetings.

These programs and activities seldom help the individual on Mainstreet understand the relationship between his or her life and these issues, nor do

they suggest ways in which he or she may be able to influence the processes or events involved. In fact, focusing on world crises or highlighting national concerns as though they are separate from or unrelated to domestic concerns, often prevents us from seeing the extent to which local institutions, agencies, and individuals are involved in transnational interactions. Banks, travel agencies, supermarkets, colleges and universities, rotary clubs, and other civic groups, churches, manufacturing firms, importers and exporters are found in most hometowns. The transnational interactions of these agencies and the people who work in them are seldom the focus of systematic attention.

It is estimated that more than 100,000 American high school students travel abroad each year, and thousands of students from other countries are found in American high schools each year. Migrant workers, Viet Nam refugees, foreign born, visiting businessmen, and professional people, all provide opportunities for cross-cultural experiences. The learning environment in schools certainly would be enriched if this wide range of human experience was seen as an important ingredient in designing school programs. The present curriculum in most schools makes little provision for using the experiences of students (whether or not they have been abroad); nor are the international experiences of other individuals in the community seen as a means of gaining insight into how the world works. The largest untapped potential for understanding global social and economic processes and the most important channels for influencing world events may already exist in our hometowns.

An important first step in making more visible the global processes closely related to the everyday lives of people is to identify the great variety of transnational links of individuals, groups, and agencies in their own community. The rights, responsibilities, obligations, and benefits associated with these links might well be the focus of a global education program in schools and in community organizations.

In seeking to develop such a framework, it is important to remember that while the school may still be the central instrument of education in our society, it is not the only one. Education increasingly takes place outside the classroom. Furthermore, we must remember that idealism is not necessarily the strongest motivation for involvement in international affairs. What we suggest is that more attention needs to be given to the quality and amount of exposure and involvement of citizens, young and old and in all walks of life, to the realities of planetary interdependence. The purpose, the motivation of the individuals and agencies involved in these interactions, needs to be probed. Such a set of assumptions and biases raises a number of questions including:

1. How might individuals be helped to perceive, interpret, and assess their own international relations?

2. How might individuals be helped to reflect on the international relations of the organizations and groups we participate in?
3. How might individuals be helped to understand the extent and the manner in which their communities are already involved in transnational interactions?
4. What roles might schools play in such efforts?
5. Can schools help individuals perceive what's happening?
6. How can youth develop the competencies to gain greater control over the international processes in which they are involved?
7. How can the links between life in Hometown, USA, and life in villages and cities the world over be made more visible?
8. What resources, talents, and instructional materials are available for such efforts?
9. What agencies, programs, and projects offer help in this area?

A major purpose of education is to help individuals understand and develop ways of influencing the forces that shape their lives. At present few people acquire an education in global affairs. Many of those who do also acquire a sense of detachment between their daily lives, their work, and world affairs. A sense of being connected to the world scene or an awareness of useful routes of influencing transnational interaction is missing. The questions and suggestions offered here are designed to make more visible the opportunities for participation in the social and economic processes of our small planet.

Why in the Elementary Curriculum?

The discussion to this point has not made the case for study of global problems at the elementary school level. Most persons will have little difficulty accepting the demonstration of the need individuals living in the complex modern society have to grapple with global problems. But when should the curriculum of formal schooling begin to incorporate concern for these matters?

Recent research by Bloom and others into the development of attitudes indicates that a predisposition to learning in general and to many of the specifics to be learned is well established prior to the onset of formal education. Educators are therefore faced with a task of remediation rather than writing on a clean slate in much of the educational activity they undertake. But, in fact, as noted earlier, we acerbate the situation instead of correcting it by following practices whereby we reinforce an egocentric and ethnocentric view of our relationships to others by the way we organize social studies programs in the primary grades. A similar pattern of reinforcement of limited perspectives and misinformation in the realm of global interdependence is identifiable. If these patterns are to be reversed, intervention must come at the ear-

liest stages of schooling so as not to perpetuate the actions of the schools as part of the problem. In large measure, the intervention should come first in the education of teachers and be directed to the attainment of increased awareness and sensitivity to global problems on their part.

Research by Targ into attitudes toward persons who are different has shown that children of ten years conclude that countries considered to be similar to their own are perceived as good and kind while other countries are viewed as cruel or bad.[1] Other research findings indicate that children of ten also reflect the impact of their exposure to television when over 62 percent report that most of their global understanding comes from the mass media (not the formal educational program of the schools)[2] and that the global image these children hold is one of conflict, war, and chaos.[3] These findings are not unexpected in light of usual reporting practices of both printed and audio-visual media, and the amount of television viewing engaged in by the average elementary age child.

It is normal to expect that as children begin to develop the ability to see cause-effect relationships they will draw on their experiences and the types of explanations of phenomena they have heard. The elementary school has a responsibility to stop reinforcing the negative and to start striving to correct the erroneous concepts and attitudes already implanted.

Berg has summarized the need for action at the elementary level in terms of international images. He counterposes research findings which show that a preponderance of students of all ages hold pacifistic views and support peace as a terminal value to findings which show the same students hold negative views of persons who are different. While Berg is concerned with only one aspect of the curriculum, that is, social studies, his conclusion that the elementary curriculum "should provide orderly structures for viewing the human community which emphasize cooperation and interdependence and explain diversity"[4] is worthy of broader application.

[1]Harry R. Targ, "Children's Developing Orientations to International Politics," *Journal of Peace Research*, VII, No. 2 (1970), p. 97.

[2]James A. Nathan, "The International Socialization of Children," (Unpublished doctor's dissertation, Johns Hopkins University, June, 1972), p. 199.

[3]*An Examination of Objectives, Needs and Priorities in U.S. Secondary and Elementary Schools*, Final Report, Project Number 6-2908, July, 1969 (James M. Becker, Project Director), New York: Foreign Policy Association, 1969, pp. 145-46.

[4]Roger M. Berg, "Resources for Teaching International Education in the Elementary School Social Studies Curriculum," (Unpublished doctor's dissertation, Northwestern University, August, 1972), p. 5.

CHAPTER II

An Approach to Global Studies: Balancing Problems and Promises

Norman V. Overly and David L. Silvernail

When trying to decide how to approach global studies, it is common to look back and see what has been done in the past. Such a backward glance quickly reveals the negativism of most treatments of life on earth, especially when the focus is man's relationship to man and transnational interaction. Our histories and the social sciences are full of treatments of conflict, competitions, and the stories of struggles to overcome adversity. The myth of humankind's innate aggressiveness pervades common sense explanations of behavior, the interpretation of most histories, and frequently learned journals of human behavior as well.[1] For educators charged with responsibility for directing the development of elementary age children, it is an especially bleak and even overwhelming view. The content of materials used in many efforts in global studies is organized around wars, conquests, and struggles reflecting the basest side of humankind's potential. When this is juxtaposed to the reports of the Club of Rome,[2] Toffler's *Future Shock*,[3] and other analyses of currently projected futures, it is small wonder we may be overcome with a sense of pessimism and turn to a problems approach in social education.

Equally debilitating is the excessively positive rose-colored-glasses view of life, of the human condition, and of human potential which characterizes efforts in global studies by persons dealing with young children and segments of society long committed to international education. This approach causes those without a commitment to a wholistic view of socio-political, economic, cultural, and environmental aspects of life to dismiss the concern as being without substance or intellectual merit. In truth, there has been little effort made to develop components of a positive approach that includes more than

[1] Ashley Montague, *The Nature of Human Aggression* (N.Y.: Oxford University Press, 1976.)

[2] Donnella Meadows, *et al.*, *Limits of Growth* (New York: Signet Books, 1972.)

[3] Alvin Toffler, *Future Shock* (New York: Bantam Books, 1970).

admonitions to think nice thoughts and recognize our global commonalities. The field is then left by default to the problems approach. A fresh perspective is needed.

While the existing educational structure may not be the most efficient or efficacious vehicle for approaching the task of developing a balanced global perspective, it appears to be better than no structure at all. We must recognize that the bulk of the material for teaching about and considering world problems is concentrated in social studies or social science courses and directed to secondary or college level populations. It may be argued that this problems approach is satisfactory for older students. Certainly secondary and college age students may be prepared to deal more effectively with problems both intellectually and morally than elementary age students. Yet little has been done at the elementary level to develop programs for or approaches to global studies. We know, however, that lifelong attitudes and perceptions that impact on global understandings are highly developed early in a child's life and that efforts to modify these perceptions and attitudes meet with increasing difficulty the older the student becomes. The failure to treat global studies more seriously and to address the need for materials and curriculum development at the elementary level rests on one factor. This is the tendency to consider the teaching of transnational awareness and the concept of interdependence as additional claims on the school's time or as specializations to be added. Instead such teaching should be approached from an integrative perspective that in itself would serve to undergird and emphasize the interdependent nature of components or aspects of the topic.

The suggestion that we seek a balance between the negative emphasis on problems and a more positive emphasis on promises in global studies must be explored on two counts. It is maintained that the positive view typically has been superficial and sentimental, failing to approach global studies with a comprehensive rationale. It is important, first of all, therefore, to explore the nature of the promises component as a positive approach to discover its organizing potential. Second, since balance is seen as the desirable end, the substance of the balance sought, that is, the contribution of each component, must be explored.

Interestingly, we are apt to find the phrase "global problems" used more frequently than "global studies." This habit of language reflects the basic negativism pervading efforts to treat world affairs and suggests the need for a changed attitude or point of view. There can be no denying the existence of problems to be solved. Attention to the solution of these problems provides both a relevant and timely content for instruction. But the attitudes we bring to the content as teachers is part of the difficulty experienced in our efforts to expand our perspective on the problems.

There is a basic premise or article of faith that permeates American life.

The premise is that competition is a good and necessary component of our culture. Without competition we would have no striving. The fruits of striving are good; therefore, striving and competition are good. This mental set leads us to a view of the world that is organized in terms of obstacles to be overcome, foes to be vanquished, or problems to be solved. The gamesmanship mentality pervades our language and even the highest councils of government.

One result of our view is the simplistic categorization of issues and problems in terms of right and wrong, black and white. Aggressiveness is valued over submissiveness. Might and power are viewed as legitimate tools of the blessed. Society, while declaiming the evils of class structure and applauding efforts to raise the standards and levels of the lower classes, continues to support the antithetical structures which increase the distance between the strata and acerbate the problems thus created rather than resolve them. Rather than looking at the assumptions supporting our institutions or questioning the values undergirding the procedures used in attempting to solve problems we rush into the process of problem solution. An important concomitant learning or outcome of a study of global "problems" could be the development of attitudes of acceptance, critical awareness, respect for difference, openness to change, and a future-focused orientation that accentuates one's ability to cope with change and play a stronger role in determining one's future.

The importance of dealing with opportunities and promises as well as with problems can be seen in the new perspective that is suggested by a more balanced approach. The problem mentality is framed in terms of the status quo and historical antecedents. This, in turn, shapes one's perceptions so that the uniqueness of people, as much as it should be celebrated, comes to be a stumbling block to a clear perception of the similarities that make up the family of human beings. As Rene Dubos has noted in *A God Within:*

> Irrespective of origin, people are, therefore, much more alike than they are different but in spite of this uniformity, we never forget that we differ in geographical and national backgrounds, in religious and philosophical allegiances, and most importantly in the mysterious combination of qualities and defects which makes each one of us a unique specimen of the human specimen of the human species.[4]

Our suggesting that the focus of study should be on world promises and hopes does not mean that problems with all their urgency and reality should be ignored. On the contrary, many problems should stand out in sharper relief and be more clearly and accurately delineated. Equally important is recognition of some "problems" as good rather than as inherently bad. Thus conflicts arising from differing religious or value orientations, food prefer-

[4] Rene Dubos, *A God Within* (New York: Charles Scribner's Sons, 1972, p. 73.)

ences, and resource utilization may at the same time be a celebration of the creativity and uniqueness of man. In addition, opportunities and promises are very closely connected with the conditions which create problems.

It is through an openminded but informed grappling with the dialectic of the world condition that the whole of humanity will have an opportunity to bring its collective intelligence to bear on the potential delivered to us from the past. The juxtaposition of problems and promises, while providing no panacea, may be a refreshing framework for consideration of our place in the world. This may lead us to a reconstruction of purpose, a redefinition of relationships, and the establishment of greater consistency of personal and national goals within the rapidly changing social context which is our reality in the last quarter of the twentieth century. It may well be the case that attempting to resolve problems as a means to realizing promises will better the human condition. The alternative and traditional course of action is a move to resolve problems as an end in itself. This could rob people of their vision of a better life as well as fail to develop the ability to generalize from the experience to other problem solution and decision making situations. This is the time, and we have the opportunity to make a move toward redressing some areas from a lifetime of neglect and establishing new and emerging understandings. What is called for is a *positive attitude* but one grounded in an *informed appreciation* of the rapidly changing situation in which we live.

Some Promises

What are some of the promises? The categorization process is always difficult since each person brings a personal perspective to bear on the process. Yet a few promises seem to have a general currency that suggests that they may communicate sufficiently to permit readers to expand the list with their own suggestions. They are offered as samples of desirable concomitants that are often hidden and whose opposites are the fruits of our hidden curriculum.

Accountability

We are faced with the opportunity for confirmation of the worth of our being in both personal and corporate terms. We must become accountable to ourselves and to others. While we are born as unique individuals of inestimable worth, the potential is only realized in relationship to others. This requires working out in one to one relationships and in group or community relationships. The shrinking globe gives new urgency to the meaning of neighbor and the responsibility each person has for his neighbor. Needless to say this is not a novel idea. Yet in our age it is possible for all of us to be en-

riched by the variety of our extended neighborhood, whether we live in a polyglot neighborhood or not.

The interpretation of accountability is also open to extension beyond the traditional economic interpretation so closely related to the Protestant work ethic and the folk wisdom of accountability as "an honest day's pay for an honest day's work." The coinage of work and pay have each varied widely. Changing economic and socio-political relationships have strained this tradition and suggest the necessity of developing new meaning for accountability in terms of relationships that are formulated in light of contributions they make to an improved quality of life whether on a local, personal or global-transnational level. The term now takes on the mantle of a moral-ethical commitment to progess in the human condition.

Voluntarism

In one sense this promise is a particularized extension of one aspect of accountability. The individual who is now faced with rapidly diminishing job opportunities, enforced retirement with many years of productivity remaining or with shortened working hours, even during the normally productive years of full employment, is faced with the necessity of creative attention to the development of meaningful use of "leisure" time. Americans have had a good record in this regard. Peace Corps service, hospital volunteers, and community firemen are familiar examples of a willingness to use one's talents for others. Yet consideration of voluntarism is not something that can be put off until retirement. As the child emerges from the stage of self-centeredness, he should become aware of models of service and concern for those in his expanding sphere of reality.

At the ASCD-Danforth Institute (October 1974) on the "Moral Dimensions of Society,"[5] Jonas Salk suggested that the survival of the race is woven into the notion of voluntarism; it is a powerful vehicle whereby a moral commitment to progress can be realized. It is through voluntarism that the phrase, "they themselves are makers of themselves," takes on new and rich meaning — where visions become reality. It is the promise, inherent in the dreamer, to which we must turn.

> Humanity cannot forget its dreamers; it cannot let their ideals fade and die; it lives in them; it knows them as the realities which it shall one day see and know.[6]

Furthermore, the term "leisure" needs to be reexamined to help us overcome the basically negative connotation and guilt feelings with which it has

[5] The papers presented at the conference are published in *Emerging Moral Dimensions in Society: Implications for Schooling* (Washington, D.C.: ASCD, 1975).

[6] James Allen, *As A Man Thinketh* (Chicago: Reagon Pub., 1923), p. 46. One is reminded of the familiar biblical story of Joseph, Genesis 37:39-48.

been stigmatized by the Protestant work ethic. Robert Strom has argued effectively for attention to this promise for the future in an article in *The Futurist*.[7]

Conservationism

An old promise that has recently taken on new meaning and urgency in light of the reactivation of concern for the environment and use of resources is conservation. As a nation, the United States has passed fairly recently from the days of a strong emphasis on conservation of natural resources as well as in technology where we built and produced for longevity to a period characterized by a short-term, temporary, throw-away economy. The latter day economic ploy has run head on into the finite nature of resources. Aside from the inequitable distribution and consumption of the finite resources, the specter of total depletion of some critical materials has led to a new sense of community and a broader meaning of brotherhood. The realization of the ideal of community in practice takes on a sense of moral commitment to the future.

This generation's responsibility for an impact upon the future is dramatically visible in the "time skip" phenomenon,[8] a visitation of the consequence of one generation's successes and failures upon successive ages. The need for conservation is clearly magnified by technological developments. The relentless constancy of most natural growth and decay serves only as a minor governor on the expanding impact of past excesses. Yet by the same token, the person who tirelessly tills and nurtures the nursery seedlings with no hope of seeing the fruits of his or her labor takes on a moral stature of great importance as conserver of the future.

Cooperation and Community

Cooperation and community are very closely intertwined. They are the outcome of some promises and the process for achieving others. The need for cooperation and the possibility of new, cooperative relationships lead to a new sense of community, to increased community action, and to the emergence of new relationships of responsibility and mutual benefit. The promise of *interdependence* is another aspect of this new sense of cooperation that finds expression on the transnational scene in terms of new definitions of development. Denis Goulet has drawn attention to the myopia of the so-called developed countries to their own areas of underdevelopment and "the possi-

[7] Robert Strom, "Education for a Leisure Society," *The Futurist*, XI, No. 2 (April, 1975).

[8] Toffler, *op. cit.*, pp. 16-17.

bility that the third world may be more developed culturally and humanly than the West."[9]

This focus suggests that the Western emphasis on the individual and his or her rights and responsibilities may lack the balance or perspective which permits the fullest realization of human potential because a sense of the value of cooperation is missing. A look at the religious, political, and economic history of the human race reveals the significant, indispensable contributions of cooperation to the emergence of human society. And yet, in the popular culture of folk wisdom we often lose sight of the power and contributions of cooperation to the improvement of the quality of life for both the individual and the group that results from looking to significant others for the fullest realization of self. When viewed from a global perspective, we find richer human resources than from the restrictions of a hometown or ethnocentric view.

Double-Win

Jonas Salk has been the major proponent of a promising approach to lessening the excesses and negative results of competition. His concept of "double-win" seeks to remove the assurance of defeat for some participants in every encounter. The relevance of this idea is reflected in the attention some schools are giving to the problems of grading and reporting on student progress. Double-win is an idea which directly challenges the idolization of the competitive spirit which is often elevated to a spot next to godliness in the American pantheon of virtues.

While in many ways double-win is the most hopeful of all the promises, it will undoubtedly be the most difficult to realize because of the extensive commitment to competition entrenched within the mythology surrounding our economic and political systems. It is easy to demonstrate that, in fact, our political and economic systems do not function on a clear cut competitive basis; but Madison Avenue has effectively sold the idea of competition until the myth permeates all of our society and effectively protects the winners and benefactors of business and political power at the expense of the rest of society.

Interestingly, in the realm of international diplomacy the usual mode of operation is one that reflects a double-win approach. Every effort is made to keep each party in the negotiations from appearing to be the loser. Tradeoffs are a normal option in most diplomatic encounters. In those cases where unconditional surrender or total subjugation of the vanquished has been the

9 Denis Goulet, "That Third World," *World Development: An Introductory Reader*, Helen Castel, ed. (New York: The Macmillan Co., 1971), p. 11.

practice, the long term results have been increased conflict and extension of suffering. Only reluctantly have we begun to heed the lesson within this experience.

When double-win is translated from international realms to the immediacy of school situations, we find a new hope, a promise of greater self-realization on the part of individuals and whole segments of school populations. This idea is developed in recent years in Lessinger's *Every Kid A Winner,*[10] Glasser's *Schools Without Failure,*[11] Kirschenbaum's *Wad-ja-get?*[12] and Gardner's *Excellence.*[13] Double-win runs counter to notions of meritocracy, one-upmanship, or knowledge without wisdom. It suggests a calmness between and within people while not implying passivity or apathy.

Technological Advances

For all the misery and suffering caused by uncritical exploitation of technological capabilities and discoveries, the continued increase in people's knowledge and ability to create new approaches to material progress suggests promises and opportunities to improve the condition of mankind in general through technological advances. Yet, as Illich and others have frequently pointed out, the promise is not a blessing without cost.[14] The implications of the complex dependencies require attention to promises such as accountability, community, and conservationism. Technology must be coupled with morality.

Such a wedding will ensure that medical and agricultural advances filter down to the less fortunate. Instead of specialized kidney machines and heart transplant centers, paramedical workers able to function for indefinite periods without the supervision of an M.D. may become a part of our experience. Technological advances will continue to demand specialization, but they will be coupled with a basic concern for the quality of all life. The ability to achieve technological advances must be coupled with the challenges of moral and ethical decision making that take into consideration the implications and possible consequences of technological options.[15]

[10] Leon M. Lessinger, *Every Kid A Winner* (New York: Simon and Schuster, 1970).

[11] Nathan Glasser, *Schools Without Failure* (New York: Harper and Row, 1969).

[12] Howard Kirschenbaum, *Wad-ja-get?* (New York: Hart Pub. Co., 1971).

[13] John William Gardner, *Excellence. Can We Be Equal and Excellent Too?* (New York: Harper, 1961).

[14] Ivan Illich, "Outwitting Developed Countries" *op cit.*, Castel; *Tools for Conviviality* (New York: Harper and Row Pub., Inc., 1973); *Medical Nemesis: The Expropriation of Health* (New York, Pantheon, 1976).

[15] The National Institute of Mental Health has issued strict guidelines for research involving the promising but potentially dangerous creation of new forms of life through manipulation of the recombinant DNA. *The Courier-Journal* (Louisville), June 24, 1976, p. 1.

Values and Moral Potential

No matter how jaded the senses or depraved the situation, a Lot, a Solzhenitsyn, a Thoreau, a Tolstoi, or a Martin Luther King arises and confronts us with the ultimate hope within the spirit of a person. Even on a corporate scale nations struggle for renewal and spiritual awakenings from the deaths of Viet Nam and the decay of a Watergate morality. Individual and group moral awareness reaffirms the potential of people for greatness, even at those points that seem most hopeless.

Our ultimate hope is in this aspect of our uniqueness within the animal kingdom. With all our diversity, we stand together as similar animals of hope that can dream and try to establish a just system, that can step back and reflect on the results of that activity and then resolve once more to make the effort to improve. That is our greatest destiny and commonality. The diversity of our approaches is the spice which provides the interest that makes our individual uniqueness palatable. As youth we are continually aware of it, often engrained in memory to the tune of a hickory stick or wordless reprimand.

The promises described above and others that the reader may wish to add may be arranged on a grid (Figure 1) with the problems that form the content of global studies. The resulting cells should suggest areas in which objectives should be sought and curriculum developed that will move us away from the existing negative view that leads to anti-global views, that tempt us to find safety by burrowing our heads in the sand. The search for promises within the problems we face is no panacea, but it has the virtue of challenging the human spirit to look at what might be rather than being overcome by what is.

Perspective on Problems

What are the problems confronting mankind that demand attention within the curriculum of the schools and that may serve as focal points for global studies? Just as in the case of any effort to categorize promises and potentials, the categories for problems are not discrete. The interrelationships between categories contain some of the areas most in need of critical investigation.

Before students or teachers can begin critical exploration of themes and topics, basic background information and a framework for development of new understandings are necessary. In this section selected "problems" are cited and described. Data are presented in order to acquaint teachers with the magnitude and parameters of the problems. It is not intended to provide all one needs to know about particular problems. Rather, the intent is to raise the reader's level of awareness of the nature and extent of the problems so

PROMISES \ PROBLEMS	Population Explosion	Resource Shortages	Food Crisis and Hunger	Environmental Pollution	War and Conflict	Income Disparity	Urban Deterioration
Accountability							
Voluntarism							
Conservationism							
Cooperation and Community							
Double-Win							
Technological Advances							
Values and Moral Potential							

Figure 1. Potential themes for development in Global Studies

that they will command an impact on the curricular areas guiding student learning.

It should be emphasized that the future scenarios presented here are based upon linear projections, that is, descriptions of the possible extensions of the present-day situation. Linear projections such as these are often discarded today as being too pessimistic and merely the opinions of "doomsday predictors." Granted that it is dangerous to be too pessimistic, it can be equally dangerous to be too optimistic. The proper attitude is one of informed realism. We must realistically confront global problems and plan for a better future. As Raymond Fletcher puts it, "All these alarming symptoms that so frighten us — they may be birth systems instead of death symptoms."[16] The diagnosis and treatment are ours to choose. If we choose wisely, we will create an optimistic future. If not, we will merely allow the linear projections to become a self-fulfilling prophecy. Additionally, linear projections may disregard the 'S' curve. This curve which accounts for "surprises," technological leaps, or catastrophic happenings is considered by many futures scholars as an essential ingredient in forecasting. However, the linear projections reported here still present a possible scenario and the least complex vehicle for presentation of large amounts of data.

One final caution is raised for the reader. It is imperative that initial exposure to new, complex, and perhaps overwhelming, amounts of information not be permitted to create a reactive or crisis response. The information is presented as a basis for reflection, as a stimulation for a search for a promising future, the attainment of which is blocked by the problems outlined.

Population Explosion

Until the relatively recent past human population increased slowly. It took 10,000 years for the world population to reach the one billion mark, in 1810. The second billion only required 120 years, and the third, which was reached in 1960, only 30 years. Fifteen years later, in 1975, the world population reached four billion, with the four most populous nations being China, India, the Soviet Union, and the United States, in that order. It is estimated that 25 percent of all persons who ever lived on this planet are alive today. At the present population growth rate of two percent, the world's population increases 90 million a year, an amount equal to the present population of Belgium, and East and West Germany together. Another way of putting this is that the world's population increases by 240,000 persons per day, or 170 per-

[16] Raymond Fletcher quoted by Alvin Toffler, *The Eco-Spasm Report*, (New York: Bantam Books, 1975) p. 105.

sons per minute. Compare this increase with the fairly static size of a small town.

These numbers alone may cause alarm, but equally dramatic are population density figures. Approximately 70 percent of the world's surface is covered with water, which leaves 58,473,000 square miles of land surface. If the number of people in the world is divided by this total land surface, the average population density is 76 people per square mile (76/pm^2). But this is merely the *average* population density of the world. In the United States the average density is 57/pm^2. By comparison, China's average density is 248/pm^2, and in India it is 460/pm^2.

At the present growth rate of two percent, it is estimated that the world's population will double in only 35 years. This means that by 2011 A.D. the world population will be eight billion with an average population density of 152/pm^2. At the present rate this will mean an addition to the world population of 160 million people per year. However, this eight billion figure does not tell the complete story. It is based upon an average growth rate of the industrialized and non-industrialized nations. For instance, the Soviet Union and the United States have growth rates of 1.2 percent and 1.0 percent respectively. This means that each country will double its population in about 58 years.

In contrast, most of the countries in South America, Africa, and Asia have growth rates near 3.5 percent. They could double their populations in only twenty years. If these rates continue year after year, as experts predict, the non-industrialized nations, which now contain 2/3 of the world's population, will contain 5/6 of the world's population by the year 2000.

Questions that come to mind after reflecting upon the present and projected population figures are:

1. How are these increases in population to be fed when, at present, millions suffer malnutrition, and literally thousands die weekly from starvation?

2. How are non-industrialized nations to move beyond the pre-industrial stage when there is a shortage of the energy resources presently used in industrialized nations, a shortage of natural resources, and a lack of know-how to implement needed technological changes?

Food Crisis and Hunger

The problem of food shortages is a good example of the disparity between the haves and the have nots. Consider these statistics: 10,000 people die weekly from starvation — six every hour. Two-thirds of the world population is presently hungry, or suffering from malnutrition, while American average per capita calorie consumption is 3,300 — at least 300 more calories per day than is needed. It is estimated that 20 million children are facing starvation, while an average household in North America or Europe throws into its gar-

bage cans daily enough food to feed a poor Asian or African family. In the United States, the average person consumes 2,000 pounds of cereal each year, as compared to 400 pounds per capita consumption in the underdeveloped countries — a ratio of 5 to 1. The ratio is even greater for consumption of animal products, such as meat, dairy products, and eggs — an average ratio of 20 to 1.

The immediate future does not offer much hope for change. At present, the United States exports more food than any other nation, 75 percent of all grain exports, and 90 percent of all soybeans, a valuable source of high protein. However, since the 1930's, the United States has practiced policies designed to curb production, such as marketing quotas and soil banks. The result has been a reduction in world food reserves. In 1961 the world reserves equaled 95 days of average consumption and in 1974 it reached a low of 26 days. In the past 12 years alone, the United States has paid farmers to idle 50 million acres of cropland — land that could have produced enough cereal to feed a country the size of Pakistan. As a result of these attempts to curb food production, and because of increases in the world population, the world food economy is now a sellers market instead of a buyers market. For instance, between late 1972 and the end of 1973, the world prices for wheat and rice have tripled, and the price of soybeans increased fourfold in only 24 months. Consequently, even if the underdeveloped countries wished to import their food needs, they could not afford it.

Other factors are also contributing to the food shortage. First, there has been an inability to achieve technological breakthroughs in critical areas. Corn yield in the United States has increased an average of 4 percent per year since 1950, but only 1 percent for soybeans, because of the inability to achieve breakthroughs in per-acreage soybean yields. A second factor is the shortage of certain critical resources used in food production. In the United States alone, in 1974, a 15 percent fertilizer shortage reduced corn output by 20-25 million tons. A third factor, especially applicable to the underdeveloped countries, is the lack of fertile land. Increases in human and animal population have resulted in large scale deforestation, shortages of water, and overgrazing of the land. These factors, taken together with attempts to curb food production by the developed countries, and the high cost of energy worldwide, result in a critical food shortage, and one that could easily continue to exist in the near future.

Resource Shortages

The shortage of resources, other than food, is largely a problem of shortages in energy producing resources. The industrial nations, in general, have surpluses of raw mineral ores. However, they have to depend heavily on for-

eign sources, especially within underdeveloped nations, for certain essential ores. For instance, the United States must import nearly all of its platinum, cobalt, and magnesium, essential ores in all its major heavy industrial manufacture.

The average person in terms of energy consumption, in the industrialized nations of the United States, Soviet Union, Japan, and Western Europe uses 18 times as much energy as the average person in the non-industrialized nations. In the United States, the average person uses the equivalent of 2,000 tons of coal in a lifetime, as compared to 40 tons in India. Further, the United States, although only having 6 percent of the world's population, consumes approximately 33 percent of the world's energy. Electric power, which is largely derived from the fossil fuels of oil, coal, and gas, accounts for 80 percent of energy use in the United States. As an example, the city of New York uses more electricity in one year than the entire nation of India during the same year. Coal reserves are abundant (estimated reserves: 2-3 trillion tons), but Americans are facing critical shortages of oil and gas. At present, the United States must import 8-10 million barrels of oil a day to meet its demands. Its supply of natural gas trails demand by at least 5 percent. All the industrialized nations together have less than one-fifth of the known oil reserves.

Future projections are not very optimistic. At present, the world is getting over 90 percent of its energy from fossil fuels. Scientists estimate that at the present rate of consumption, the world has enough energy producing resources to last 7,500 years. However, this figure is misleading. Much of the fossil fuel is too deeply buried, or spread too thin to be useful. It would take more energy to get it out than would be obtained. For instance, in 1930 the United States' oil drillers were getting between 275-300 barrels of crude oil for every foot drilled. By 1970, this had decreased to 20-30 barrels per foot. Taking this fact into consideration, scientists still predict that there will be enough fossil fuel to last 1,000 years. But if the present rate of consumption is doubled every 15 years, the supply will last only 135 years, with oil reserves running out in 30 years.

Nuclear energy is often suggested as an alternative. However, many experts suggest that this is not a viable source of energy in the foreseeable future. At present approximately only 6 percent of the energy needs of the industrialized nations are being met by nuclear power and it is predicted that this will only reach 50 percent by the year 2000. The principal reasons for these relatively low percentages are cost and technical problems in harnessing nuclear power. The same is true for solar energy. Experts generally agree that solar energy will not begin to make a substantial contribution until 1990. This means that the industrialized nations may become even more dependent upon the present energy producing resources of the developing nations.

Environmental Pollution

Deterioration of the biosphere has become a major concern in recent years. Reports of industrial pollution, auto pollution, water pollution, and air pollution have constantly surfaced, with greater frequency since the early 70's. It is estimated that the United States alone contributes half of the world's industrial pollution in such forms as raw sewage and chemicals dumped into lakes and rivers, chemical sprays, such as DDT, that contaminate the food and wildlife, and auto pollutants discharged into the air resulting in higher instances of bronchitis and emphysema in urban areas. Even the protective ozone layer that shelters living things from deadly ultraviolet rays of the sun is being destroyed by aerosol spray used to dispense cosmetics, paints, and insecticides. Estimates indicate that the United States puts approximately 189 million tons of pollutants into the air each year. But the United States is not alone. Like Lake Erie and the Cuyahoga River, lakes and rivers in Western Europe are reportedly dead, beyond human use, and requiring hundreds of years to repair; in Hong Kong, police officers directing traffic must stop every two hours to inhale pure oxygen; emergency steps in the forms of masks, isolation, and oxygen must be taken in Japan at frequent intervals to protect the elderly and those with respiratory ailments.

Industrial pollutants are not the only concern of the environmentalists who advocate a new "ecological ethic." Worldwide demand for forest products and the need for productive farm land in the underdeveloped countries result in massive deforestation. This not only destoys a natural source of oxygen and vegetation, and a source of water vapor, and thereby rain, but results in soil erosion. Valuable topsoil is washed away. Under optimum conditions it requires between 300-1000 years to rebuild this soil. Also, increases in population are forcing nations to increase food production by using more chemical fertilizers, which ultimately produce dangerous levels of chemical pollutants in the water and food. Water supplies are running low, and because of the need for protein, lakes and oceans are being over-fished.

Unfortunately, experts do not hold much hope for a new "ecological ethic" in the near future. Two reasons given for this are population growth and the need for industrialization. Population growth rates are not expected to decline significantly in the years ahead. This could result in an even greater strain on the biosphere. Valuable topsoil will continue to be lost through erosion, and water supplies will continue to decline. Attempts to correct for these losses through the use of chemicals and fertilizers will only increase the likelihood of water, food, and air pollution. Also, as the underdeveloped countries strive to industrialize, less attention will be given to the secondary effects, such as industrial pollutions. This can be seen, to some extent, today where industries have moved from nations with stricter pollution laws to

underdeveloped countries that are anxious to accept them and, therefore, have adopted lax pollution laws. In the industrialized nations steps have been taken to decrease pollution, but the process is slow and has suffered many setbacks. Experts believe the deterioration of the biosphere is being slowed down, but they do not see the acceptance of a new ecological ethic in the near future.

War and Conflict

It is estimated that world military expenditures surpassed 245 billion dollars in 1974, an amount greater than the combined GNP values of all of Africa, the Middle East, and South Asia. The superpowers, the United States and the Soviet Union, have a nuclear force capable of destroying each other at least 10 times over. The global nuclear arms stockpile represents more than 15 tons of TNT for every man, woman, and child in the world; and the United States alone has a stockpile equivalent to 615,000 Hiroshimas. But the threat of nuclear war between the superpowers has declined. The Nonproliferation Treaty and SALT talks have had limited success, and experts believe the superpowers, including France and Great Britain, have significantly reduced the likelihood of nuclear holocaust.

Unfortunately, however, in light of recent events, the threat has been increased by developing countries. There has been an abundance of local wars and conflicts. The world has experienced wars in Viet Nam and Cambodia, in the Middle East, between Nigeria and Biafra, between India and Pakistan, and between Turkey and Cyprus, to name only a few. Also, the developing countries have been constantly threatened by military coups, many successful, as in Argentina, Chile, Cyprus, Niger, and Portugal. Aside from the loss of human life, these conflicts are economically painful. Land and food supplies are lost, and valuable resources are diverted to military efforts.

In many of the poorer countries, governments spend more on the military than on education and health care together — countries where the illiteracy rates are near 90 percent, and the doctor-patient ratios range from 1-400 to 1-50,000. These military expenditures continue to increase as nations attempt to achieve nuclear power status. Only recently India exploded a nuclear device; Israel has the capability to do the same. Argentina presently has several nuclear reactors and a plutonium re-processing plant — the necessary ingredient to explode a nuclear device. Other nations which have this potential are developed countries such as West Germany and Italy, and underdeveloped countries such as Spain, Brazil, and Taiwan.

In light of these facts, the future holds both promise and problems. It holds promise in that the superpowers are improving arms control through the Nonproliferation Treaty and SALT talks. Experts generally agree that

they will result in additional agreements. It holds problems because most of the developing countries with potential nuclear power status are not members of the Nonproliferation Treaty. Also, as some of these countries achieve nuclear status, their potential enemies will follow suit. Israel has the potential now, and Egypt is attempting to purchase the necessary ingredients from India. Pakistan has obtained a nuclear power reactor from Canada, and has announced its intent to keep up with India. Brazil, which has always upheld its right to conduct nuclear explosions, has stated that if Argentina obtains nuclear status, it will follow, with Chile not far behind. So, the danger of nuclear war is still present and it appears to be on the increase in those areas where conflict has long existed.

Income Disparity

Although the world is experiencing economic growth, both in the developed and underdeveloped nations, the gap between the rich and the poor remains large and continues to increase. On the one side are the nations of the West that enjoy per capita incomes ranging from roughly $3,000-$5,000, with the United States having the high of $5,160. On the other hand, there are many underdeveloped countries of Africa and Asia struggling to survive on per capita incomes of less than $100. India alone has 200 million subsisting on average family incomes of less than $40 per year — less than 30 cents per day in United States dollar purchasing power.

Why is the gap widening? Many reasons are offered, but the single most important factor is population growth. The economic status of a country is often reported in terms of GNP per capita income, that is, the amount found by dividing the Gross National Product by the number of people in the given country. The GNP per capita figure of $5,160 for the United States is found by dividing the GNP by 217 million people. In contrast, the GNP per capita for Thailand is $200, for Uganda $130, and Afghanistan only $80. The United States has experienced a GNP per capita growth rate of approximately 2 percent a year. In contrast, Africa and India, which have experienced an annual increase in GNP of 4.0 percent, higher than that of the United States, have only increased the GNP per capita by 1.5 percent because of population increases.

The gap is also widening within nations, especially in the underdeveloped countries. For instance, in terms of GNP per capita income, for 10 countries which have an average per capita income of $275, the poorest 40 percent of the population have per capita income of only $80. For another 10 countries where the average is $145, the poorest 40 percent of the population have per capita income of only $50. In terms of national income, the gap is even more apparent. Among 40 developing countries, the upper 20 percent of the popu-

lation receives 55 percent of the national income, while the lowest 20 percent of the population receives only 5 percent. The same disparity is true for land ownership. In India, for instance, 12 percent of the families own or control over 50 percent of the cultivated land, and in Brazil, 10 percent of the families control over 70 percent of the land.

The future does not hold much prospect for closing the gap. At present the GNP per capita income gap between the rich and the poor nations is more than $4,000. Projections are that the gap may widen to $9,000 by the turn of the century. In the year 2000, the per capita income in the United States is expected to be approximately $10,000, in Brazil only $500, and India only $200. Many factors are cited as explanations for the widening gap, such as lack of technological advances in the underdeveloped nations and the increased cost of energy sources; but the over-riding factor is that population growth rates are not projected to decline significantly in the underdeveloped nations.

Another example of the wide gap between the haves and the have nots is in the area of literacy. For instance, the percent of illiterates in Africa is 74 percent, in the Arab States 73 percent, and in Asia 47 percent. In contrast, the illiteracy rate in Europe is 3.6 percent, and the United States, less than 1 percent. Worldwide it is estimated that there are at least 800 million illiterate adults, mainly in the underdeveloped countries.

The literacy figures are significant because they tell a two-sided story. The percent of illiteracy has been significantly reduced since 1960, but the number of illiterate adults in the world has increased. A good example is Africa. The percent of illiterate adults has been reduced over 8 percent, to the current level of 74 percent. However, the number of illiterates has increased from 124 million to 143 million — a 19 million increase. The same is true in the Arab states, where the percent of illiterates has been reduced 8 percent, but the number of illiterates has increased 7.2 million. In contrast, the illiteracy level has been reduced .9 percent in North America, and the number of illiterates has decreased by 800,000. The reason for the two-sided situation in the underdeveloped nations is that the population growth rates have been very high — 3.5 percent in both Africa and the Arab States. Consequently, these countries are making only nominal progress in reducing widespread illiteracy.

In the future it appears that the literacy gap between the developed and underdeveloped nations will continue to increase. In the developed nations, the illiteracy rates will continue to decline even if they only maintain the present level of effort in education since the population growth rates will continue to decline, resulting in fewer illiterate adults. However, the situation in the developing countries will only become worse. These countries are slowly increasing their expenditures on education, but not enough to offset the poten-

tial population increases. For instance, if the present rates continue, Africa in 1980 will have reduced the illiteracy rate to 68 percent of the adult population, but there could be an additional 13 million illiterates. In fact, at the present rate, it is estimated that to meet the needs of the developing countries in 1985, a new teacher is needed every minute between now and 1985. Therefore, because government expenditures on education are relatively low and the population growth rates are not expected to stabilize, the pattern of only 40 percent probability of attaining literacy by each newborn child could continue to be true for the foreseeable future.

Urban Deterioration

The problem of rapid urbanization is no less acute than that of population explosion. Throughout history, and until fairly recently, most of the world's population resided in rural areas. Now in some regions, and soon in most others, the majority of the population will be in urban settings.

At present the urban population is two-fifths of the world population. The urbanization level has already surpassed 50 percent in North America, Europe, and the Soviet Union, where the average number of urban dwellers has increased fourfold since 1925. In the developing countries, the increase has been even larger; in East Asia sixfold, in South Asia sevenfold, and eightfold in Latin America and Africa. This massive urbanization has hurt the developing countries the most, where unemployment ranges from 10-50 percent (most over 20 percent) in the urban areas. This is a result of the low literacy rates of the migrating population plus the lack of significant levels of industrialization that can absorb the unemployed labor force. Compounding the problem are such things as severe housing shortages, food and water shortages, and poor sanitary and health conditions. All of these conditions contribute to the increase in poverty for a majority of the people in these developing countries.

Future projections do not offer much hope for a solution to this pattern of human behavior. The urban migration will continue, in both the developed and developing nations, but the rate will decrease in the more developed nations. In the next 50 years, the urban population may double in North America and the Soviet Union. In contrast, it will increase fourfold in East Asia, sixfold in South Asia, and in Africa eightfold. In the next ten years alone, the annual rate of growth in urban population for the more developed regions is predicted to be 1.8 percent, but 4.2 percent in the developing regions. This figure of 4.2 percent is even more significant if one considers the population growth rate. It means that not only will a greater percentage of the population be living in urban areas, but also a greater number of people will exist there. The result will be that the urban problems will continue to in-

crease until they reach a crisis stage unless these countries can significantly increase their levels of industrialization. In India alone it is estimated that unemployment will increase 50 percent, and the number of slums 70 percent by 1980. Therefore, unless massive changes are undertaken, the future does not hold much promise for relieving the urbanization problem. However, it is to be noted that urban growth per se need not be problematic.

Summary

In summary we have attempted to suggest some of the organizing themes that will reflect the potential and promise for the future that is inherent in the global problems facing mankind today. We have sought to emphasize the need for balance between the excesses of extreme positivism and extreme negativism that so frequently characterize efforts to involve students in global studies. The maintenance of the desired balance is dependent upon the development of teachers who possess an ability to approach the problems knowledgeably and with vision to see beyond the complexity and despair produced by the pessimistic projections for the future. Furthermore, the problems must not be treated in isolation or as subjects separate from other curricular areas. The integrated perspective should serve to undergird and emphasize the interdependent nature of the topic itself.

CHAPTER III

Who's In Charge — How To Proceed

Richard D. Kimpston

The responsibility for the development of the curriculum and its implementation in the classroom varies markedly from school situation to school situation. The tasks of curriculum development may be accomplished as a cooperative endeavor, for example, by teachers in the upper elementary grades, by all third trade teachers in a particular school, or by an individual teacher of the second grade. The potential shortcoming of each of these examples is that articulation of the curriculum from grade to grade is not planned, but is left largely to chance.

The pervasive integration of global studies into the elementary school curriculum can best be assured as teachers and curriculum supervisors work in concert to systematically develop the curriculum. A curriculum that is systematically planned across an elementary school or all elementary schools in the district provides some assurance that the third grade child does not work toward the attainment of the same objectives, deal with the same topics, participate in the same activities, and view the same film when a student in grade four and again in grade five.

A particular teacher who senses a critical need to bring a global perspective to an elementary classroom may well be functioning in a school setting in which a carefully planned curriculum development system does not exist. While presenting one perspective as to the most desirable approach to curriculum development and its implementation by teachers in the classroom, the actual situation in which many teachers find themselves cannot be overlooked.

In this chapter the concern is for not only relevant but also essential tasks of curriculum development and implementation. The central focus will be on the role of the classroom teacher.

A systematic approach to curriculum change presupposes the existence of a framework in a school or school district to facilitate planning of the curriculum and to implement it. The framework and the processes are discussed under the following sub-headings:

1. Discrepancy analysis
2. Curriculum designing
3. Implementing the designed curriculum through instructional planning.

Discrepancy Analysis

The specification of goals and objectives, the intended learning outcomes of education, is a crucial function in effective curriculum development. It is being argued that to assist the learner in acquiring knowledge about and developing attitudes toward global concerns is a legitimate goal of schooling. In Chapter 1 a very strong case is made for considering international aspects in our own lives. If this is to be taken seriously, teachers must address the question of whether the school's goals attend to international concerns. Such goals may be stated or implied by a school system. These desired outcomes of education serve as criteria for the development of curricula.

The delineation of goals and objectives as desired outcomes, which guide the curriculum development process, provide teachers with scant insight into the current state of the curriculum. That is, statements of desired student learnings in themselves offer no accurate reflection of the present emphasis a school is giving to global studies. Such insight is imperative if intelligent decisions are to be made by teachers, either individually or collectively, about needed curriculum development.

Through very informal means teachers can determine the discrepancy between a desired emphasis and the current emphasis which is given to global studies in the schools' curricula. Examples of sources of data as to the amount and type of emphasis include teacher judgment, a content analysis of textbooks used in the school, lists of goals and objectives of subjects taught, and a tabulation of units, topics, or problems studied at a given grade level and by subject field. More formal needs assessment strategies,[1] although requiring some expenditure of the schools' resources, offer a very effective tool for determining desired goals, their relative importance, and the extent to which they are being realized at present.

The Curriculum Development System

As a result of a discrepancy analysis, a school's faculty, a group of teachers, or an individual teacher has considered the current emphasis provided global studies in the curriculum for which they are responsible. Judgments

[1]See, for example, English, Fenwick and Roger A. Kaufman, *Needs Assessment: A Focus for Curriculum Development*, Washington, D.C. Association for Supervision and Curriculum Development, 1975.

have been made about the degree of emphasis desired. For curriculum supervisors and teachers the identified discrepancy between the emphasis that is presently given to global studies and the desired emphasis constitutes an identified problem, not a solution. The development of a curriculum, based on these identified needs, should provide the means for changing students' knowledge of and attitudes toward global concerns.

In preparing for needed curriculum development, the faculty or an individual teacher in a particular school may find that no systematic steps to planning are prescribed. That is, there is no curriculum development system for conscious, rational planning and decision-making. In its place, processes are prescribed or adopted which are temporary and seen as serving the needs of the particular curriculum development effort at hand.

A curriculum system, like any system, is composed of a set of elements, the relationship of these elements, and the attributes of both the elements and the relationships. In designing a continuing system for curriculum development, the elements are specified by the faculty of a school or school district.

These elements include:

1. *Knowledge* — The adoption of a model which specifies the sequence of technical tasks of curriculum development (see Figure 1)
2. *Positions* — The named statuses, that is, teachers, administrators, counselors, media specialists, students, community members, of those who are to accomplish the tasks
3. *Expectations* — The expectations, that is, duties, powers, privileges, of the above identified groups with respect to identified tasks
4. *Time* — The specification of when and in what sequence the tasks are to be accomplished
5. *Space* — The identification of the type of settings where the curriculum development tasks are to be accomplished
6. *Materials* — The identification of what materials are to be employed in carrying out the tasks.

In the design of a curriculum development system, as the elements are specified by the faculty, careful consideration should be given to their relationships, for example, the relationship of tasks, the relationship of tasks to positions, and the quality of the elements and the relationships. In this regard the concern is for a curriculum system that considers the quality of the elements: *how, who* does *what, when* and *where* with what *materials* are central.

In the absence of a curriculum development system which routinely deals with curriculum development, someone or some group will, in this instance, specify its own processes for getting the curriculum developed. Whether it is an individual teacher, teachers at a grade level, across several grade levels or

across a district, decisions must still be made by someone as to the development tasks required, who will be responsible for the various tasks and expectations of those individuals with regard to the tasks and so forth.

Curriculum Designing

No matter how we might wish otherwise, in order that a more pervasive integration of global studies into the existing curriculum of a school might occur, the locus of change may well be the teacher who acts alone or in cooperation with several fellow faculty members. Without an established curriculum development system in the school, that individual or those individuals attempting to incorporate global studies in the curriculum will still find it necessary to identify the design elements for this particular curriculum development effort.

What are the tasks? Will I/we involve students? parents? the librarian or media specialist? With which tasks will they be involved? What specific responsibilities will we share? When will the tasks be done?

Although it would be presumptuous for anyone so far removed from a particular school setting with its own unique philosophy and goals to attempt to prescribe the elements in detail that are appropriate for a given school situation, the technical tasks of curriculum development can be so specified. In Figure 1 the sequential tasks deemed important in developing the global studies curricula and integrating it into an existing grade level or total school curricula are identified. The tasks are thought to be essential whether they are to be accomplished by an individual teacher for his or her grade level or by a large task force for an elementary school or all district elementary schools.

A decision to discontinue fostering the egocentric and ethnocentric perceptions of learners may have resulted from a formal discrepancy analysis or even a casual reflection on the students' knowledge of and attitudes toward global affairs. In all likelihood a review of the current state of affairs in an elementary school setting would reveal that (a) its goals state or imply a responsibility for developing knowledge and skills of world understanding, and (b) the existing curricula is almost devoid of learning opportunities to assist students in achieving the goals. To have considered the desired curriculum change in light of the school's goals is emphasized in the model. If a discrepancy is found between the emphasis currently being given to promote the learner's global understandings and the desired emphasis, decisions must be made as to the curriculum areas which will best accommodate the desired emphasis. The usual domains of the curriculum, language arts, mathematics, science and social studies, all lend themselves to this adaptation.

The model shown in Figure 1 represents a sequence of tasks for designing a

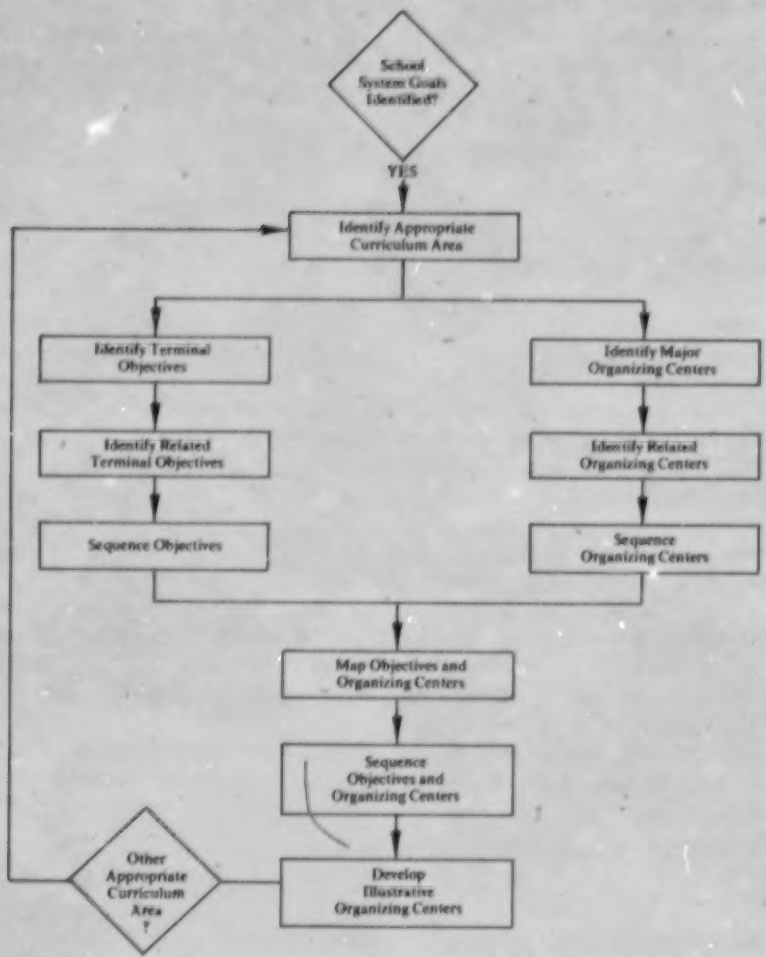

Figure 1. Model for Designing Curriculum

designated area of the curriculum for a global focus. The identified tasks represent only the *what* element for designing. While not intended to prescribe, the model suggests a sequence of tasks to be carried out for designing the curriculum, whether by one teacher for a single grade or through the collaborative efforts of a number of teachers for a school. As previously stated, to specify the remaining design elements, *how, who* does *what, when* and *where* with what *materials* is a responsibility that rests uniquely with a particular school or school district.

Tasks of Designing

After teachers have first become cognizant of the school's responsibility for furthering global studies, the individual or group decides which subject area(s) will offer the most effective vehicle toward that end. In moving left to right and downward through the model, the initial task is to identify an extensive listing of terminal objectives for the curriculum area which relates to the goal(s).

Having identified the terminal objectives, the related terminal objectives which encompass concepts, skills, and attitudes required or desired in order for students to attain the initial terminal objectives are then identified.

The sequence for these objectives should be quite flexible and applicable to various organizing centers. Shown below is an example of a general school goal which states explicitly the school's responsibility for developing knowledge, attitudes, and skills of world citizenship. To develop skills of problem solving as a responsibility of citizenship is represented by the stated terminal objective. To assess problems, design possible solutions, make choices from among alternatives and to consider potential difficulties in implementing the alternatives are stated as related terminal objectives. The instructional objectives shown clarify the terminal objectives. While not a product of the curriculum development process, they are shown as examples of objectives to be formulated by teachers during the instructional planning process.

The student will:

GOAL: Develop the knowledge, skills, and attitudes needed to assume the rights and responsibilities of citizenship in one's community, state, nation, and world.

Terminal Objective: 1.0 Demonstrate Effective Problem Solving Skills

Related Terminal Objective: 1.1 Identify and rank major problems in the world, if the current standard of living is to continue.

Instructional Objectives: 1.11 Contrast standards of living of people around the globe.

1.12 Describe the effects of continuing to maintain the current standard of living.

1.13 Relate problems to geographical areas, cultures, and numbers of people affected.

1.14 Given the existing state of the world's resources, identify the resource needs for maintaining the current standard of living.

1.15 Rank world problems according to those which affect the greatest numbers of people and those which most affect self.

Related Terminal Objective: 1.2 Given identified world needs, design alternative futures.

Instructional Objectives:

1.21 Forecast possible futures based on assessment of world problems.

1.22 Identify differing values of various cultures which affect perceptions of a desired world state.

1.23 Given world needs, identify required changes in attitudes, values, national and international systems.

1.24 Design alternative international agencies to provide for future world resource needs.

1.25 Identify strengths and weaknesses of alternative agencies which provide for human needs around the globe.

Related Terminal Objective: 1.3 Judge the probabilities of alternative futures.

Instructional Objectives:

1.31 Appraise resources required for alternative futures on the basis of current available resources and probability of acquiring additional resources.

1.32 Interpret problems which may be created by attainment of alternative futures.

1.33 Describe possible solutions to problems created by attainment of alternative futures.

1.34 Predict probability of attainment of alternative futures.

1.35 Justify the desirability of alternative futures.

Related Terminal Objective: 1.4 Describe changes which need to occur, and the individual's responsibility in effecting those changes to solve global problems.

Instructional Objectives:

1.41 Interpret necessary/desired changes from study of world problems and futures.

1.42 Plan methods of implementing changes appropriate to individuals, groups, nations.

1.43 Compare strengths and weaknesses of methods of change and changes as they affect individuals, groups, and nations.

1.44 Contrast feasibility of change alternatives.

1.45 Select and justify most desired change(s) and methods of implementing them.

A second example of a general school goal, to demonstrate an understanding of oneself and others, and accompanying terminal and some related terminal objectives which lead to the attainment of the goal is shown below:

GOAL: Demonstrate respect and understanding of oneself and other people and cultures in the world.

Terminal Objective: 2.0 Make judgments about the world of the future and the student's probable role in it.

Related Terminal Objective: 2.1 Summarize the influence that one's cul-

ture has on one's personality, values, and patterns of behavior.

2.2 Interpret the implications of cultural influence on the future.

2.3 Contrast one's role in perceived alternative futures.

Terminal Objective: 3.0 Demonstrate modes of thinking that are relatively free from the influence of egocentric, ethnocentric, and stereotypic perception.

Related Terminal Objective:

3.1 Recognize egocentric, ethnocentric, and stereotypic attitudes.

3.2 Describe the natural ethnocentric bias in the way people see each other.

3.3 Contrast egocentric, ethnocentric, and stereotypic attitudes as perceived by different cultures.

Terminal Objectives: 4.0 Demonstrate empathy toward other cultures and values, both national and world-wide.

Related Terminal Objectives:

4.1 Show concern for similarities and differences among individuals and groups.

4.2 Accept diversity in human actions, values, and social institutions.

4.3 Appreciate the compatibility of cultural differences.

To again refer to the model (Figure 1), it can be noted that the organizing centers or focal points for learning through which the objectives are to be attained, are identified at two levels of generality. In Figure 2 a chart of representative major and related organizing centers is shown. Major organizing centers such as those previously identified, that is, overpopulation, resource shortages, income disparity, deterioration of the biosphere are first identified. Having identified a range of possible major organizing centers, an assessment of that "content" will reveal to the teacher many related organizing centers. Once identified, their sequence for most efficient and effective learning must be considered.

Having identified the terminal and related terminal objectives and their sequence and the major and related organizing centers and their sequence, a mapping process should occur. In the mapping process the identified objec-

Major Organizing Centers	Related Organizing Centers
Deterioration of the Biosphere	Forms of Pollution Pollution and Health Destruction of the Ozone Climate — Natural Fluctuations and Man-Made Ones Deforestation
Food Shortages	World Hunger and Malnutrition Food Consumption Disparity Between Developed and Developing Nations Role of Nature on Food Production Curbing Food Production in the United States Agricultural Methods Aquaculture — Farming the Seas Increased Food Production — Ecological Consequences
Illiteracy	Population Growth and Illiteracy Rates Illiteracy in Developed and Developing Countries Expenditures for Education in Developed and Developing Countries Educational Opportunities in Developed and Developing Countries National and World Agencies for Reducing Illiteracy
Income Disparity	Income Disparity in Relation to Population Growth Gross National Product and Population Growth Income Disparity Within Nations Technological Advances in Developing Nations Population Growth Projections
Nuclear Armament — Threat of Nuclear War	Stockpiling Nuclear Arms Achieving Nuclear Status in Developing Countries Military Expenditures and Social Problems Nuclear Arms Limitation Agreements

Overpopulation	Population Growth Rate
	Population Diversity
	Population Growth Rate of Industrial and Non-Industrial Countries
	Family Planning
Resource Shortages	Abundance of Raw Materials
	Shortage of Energy Producing Resources
	Cost and Technical Problems in Harnessing Nuclear Power
	Cost and Technical Problems in Developing Solar Energy
	Other Energy Sources
	Personal Consumption of Resources
Urban Deterioration	Rate of Urban Growth
	Unemployment and Urban Deterioration
	Housing Shortages and Urban Deterioration
	Food and Water Shortages and Urban Deterioration
	Sanitation and Health Conditions and Urban Deterioration

Figure 2. Representative Organizing Centers

tive(s) and the related and relevant organizing centers are brought together. The sequence to which the objectives/organizing centers are assigned, both within a grade level and by grade level is then determined.

If curriculum planning falls as a responsibility of the individual teacher the sequencing of objectives/organizing centers referred to above is obviously a concern only for that teacher's grade level(s). The final task of the model also applies only when curriculum development is seen as a district-wide, not an individual teacher's concern. The designing of a "scope and sequence" for each appropriate curriculum area constitutes that final curriculum development task. Its achievement requires the design of illustrative organizing centers. While the format of related objectives and organizing centers might well be prescribed, the other components of the illustrative organizing centers are not. In their development, the illustrative organizing centers in the scope and sequence offer illustrations as possibilities for the teacher's own instructional planning. Components of illustrative organizing centers include: (a) the name of the major organizing center, (b) a rationale for its inclusion in the curriculum, (c) terminal objective(s), (d) related terminal objectives, (e) suggested

teaching strategies, (f) suggested activities, and (g) suggestions for student evaluation.

The tasks which relate to the teachers' own instructional planning are presented in Figure 3.

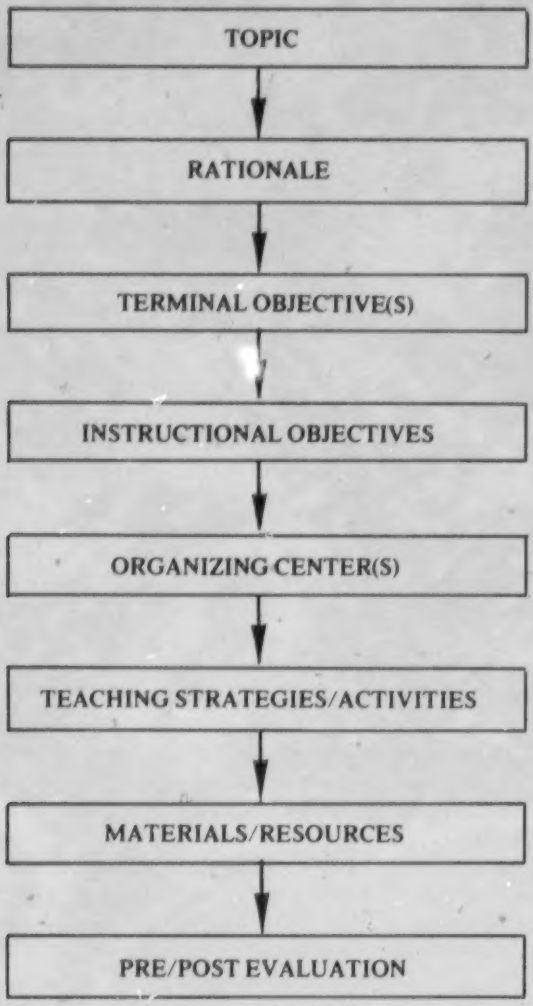

Figure 3. Instructional Planning Model

Implementing the Designed Curriculum Through Instructional Planning

One result of this curriculum development process is an awareness that the school is to provide for global studies through the designed curriculum. While the designing of the curriculum is most efficiently and effectively accomplished at the school district level, the responsibility for its implementation rests with teachers, curriculum supervisors, and principals at the building level. It is at this level that there is a unique awareness of teacher capabilities and student characteristics, community and media resources, instructional materials, and other factors which affect the instructional process.

The curriculum, as planned, provides teachers with prescribed objectives and organizing centers. While the illustrative organizing centers offer suggested teaching strategies, suggested activities, and suggestions for student evaluation, they serve only as a guide for the teacher's own planning. The creativity of teachers must be encouraged and supported in instructional planning and in carrying out the instructional process.

Several examples of instructional designing based on this model are shown below. This design can be applied to individual subject topics or the development of topics which draw upon the students' knowledge of and skills in several subject fields. The examples are intended to give direction to the teacher's own planning. Their outright adoption or adaptation, while not developed for that purpose, may adequately serve the teacher who wishes to utilize them to explore student interests in or readiness for the topic.

TOPIC: People Needs; Caring and Sharing

RATIONALE: This topic is designed especially for students of upper elementary grades. The objectives and general focus of the topic relate to the social studies, although a concern for health and nutrition required of all people might draw upon the content of science or health. A major aim is to sensitize students to the basic needs of all people, the imbalance of resources among nations of the world and need for world cooperation in order to provide the basic human requirements for survival.

TERMINAL OBJECTIVE:

Students will: Judge the adequacy of resources available to nations around the world.

RELATED TERMINAL OBJECTIVES:

1. Analyze resources required by all people and nations.
2. Analyze required resources available to developed and developing nations.

INSTRUCTIONAL OBJECTIVES:

1. Identify resources required by all people and nations.
2. Describe resources which are available to people in developed and developing nations.
3. Contrast the imbalance in resources which are available to people in developed and developing nations.
4. Describe the standard of living of people in developed and developing nations.
5. Summarize the resources which are unavailable for meeting minimal human needs.

RELATED ORGANIZING CENTERS:

Food Production
Food Consumption Disparity Between Developed and Developing Nations
Income Disparity in Relation to Population Growth
Shortage of Energy Producing Resources
Personal Consumption of Resources
Housing Shortages
Sanitation and Health Conditions.

TEACHING STRATEGIES/ACTIVITIES:

Suggestions for discussion topics include:

1. The individual student's definition of poverty.
2. The resources required by all individuals in order to be healthy, productive citizens.
3. The resources required by nations in order to provide for the welfare of their citizens.

Examples of reference assignments for students include:

4. Discuss the resources available to individuals and nations in selected developed and developing nations.
5. Identify some of the causes of poverty and present possible solutions.
6. To assist students in becoming more aware of the complexity of world problems and world cooperations, organize a debate on the following resolution:

   Resolved: "The food producing nations of the world ought to provide for the world's food needs."

   A negative and an affirmative side should be chosen for the debate before the resolution is assigned. Those students not included in the debate could record what they feel are valid points made by the affirmative and negative sides, and select the winner. The debate could be tape recorded for later discussion by the entire class.
7. View films on the life of people in several different countries. Discuss

what the people portrayed would need to maintain their lifestyle. Contrast their needs with known available resources.

8. Carry out an activity like the above after reading stories about several countries or after hearing speakers discuss their observations of countries they have visited.

TOPIC: The Environment: A Global Concern

RATIONALE: This topic, like almost any topic that attempts to provide a global perspective, can be designed for various grade levels and to draw upon several subject fields. The objectives and general focus of the topic especially relate to science. The integration of content from the social studies, health, language arts, and even mathematics is a possibility. Major instructional aims in teaching this topic are awareness of environmental problems around the globe, the forms and sources of pollution, pollution as a destroyer of the environment, and the price we pay for cleaning up or failing to clean up the environment. With a growing trend toward assisting students in career awareness the teacher may wish to stress work opportunities related to environmental improvement.

TERMINAL OBJECTIVE:

Students will:

1. Analyze how human activities and population growth have disturbed the ecological balance of the earth.

RELATED TERMINAL OBJECTIVES

1. Recognize that air and water pollution are worldwide problems.
2. Demonstrate awareness that waste products produced by man pollute the air, water, and land.
3. Understand that industrial pollutants endanger plant and animal life and upset the balance of nature.

INSTRUCTIONAL OBJECTIVES

1. Identify different types of pollution.
2. Describe ways people can maintain a healthy environment.
3. Illustrate how pollution endangers living things and propose ways to decrease it.
4. Identify cost and benefits involved in choices for solving pollution problems.
5. Contrast probable outcomes of alternatives designed to solve pollution problems.

ORGANIZING CENTERS

Forms of pollution
Sources of pollution

Case studies of ecological destruction
The cost of a clean/unclean environment
Pollution solutions.

TEACHING STRATEGIES/ACTIVITIES

1. Students will interview members of the community on the topic of pollution. A purpose will be to determine people's perspectives on pollution problems and possible solutions. A second purpose is to strengthen students' language arts skills of listening, speaking, reading, and writing.
2. Field trips to discover pollution in a community.
3. Work projects to improve the school community environment.
4. Review case studies of environmental destruction, for example, mercury poisoning in Japan, oil spillage in the Santa Barbara channel, dumping of taconite wastes into Lake Superior.
5. Conduct a brainstorming session on possible solutions to worldwide pollution problems.
   Guidelines:
   1. Consider any idea expressed as legitimate
   2. No criticism of ideas is permitted
   3. Encourage students to build on each others' ideas
   4. Encourage open expression of far-out ideas.
6. Research magazines and newspapers for articles regarding pollution. Make scrapbook or bulletin board display.
7. Students collect pictures of pollution problems around the world. Either individually or in small groups the students could make a collage of the pictures they find. In addition they might write a poem or essay to reflect what they see happening in the collage. Display both for discussion purposes.
8. Students collect pictures of the way the environment should appear and be cared for in contrast to what appears in the collage.
9. Students develop timelines to represent speculated futures based on choosing alternative solutions to pollution problems.
10. Students, after identifying pollution problems in the community, are to make posters, write letters (and mail them), in carrying out some of their brainstorming ideas.
11. Students write (and produce) a play about a pollution problem and possible solution. Producing the play could involve mathematics (working with a budget, measurement in making set and props), art (set, advertising), etc. Play could also be audio-tape recorded or video-taped, for later discussion.

TOPIC: Urban Deterioration

RATIONALE: Because of its special application to urban planning this topic could especially relate to mathematics. The opportunity to draw upon the content of the language arts, art, social studies, and health is a possibility. The career aspects of city planning, city government, and municipal employment offer other possible foci. The topic is designed to help the student to achieve greater awareness of the deterioration of large cities of the world and what this means in human terms, for example, crime, poverty, health needs.

TERMINAL OBJECTIVES:

1. Contrast cities as places of change and compare resulting problems from rapid city growth.
2. Translate own values into a plan or model for an ideal community.

RELATED TERMINAL OBJECTIVES:

1. Analyze causes of urbanization.
2. Apply information relating to urban trends and population growth.
3. Demonstrate self-awareness by exploring own values as related to community living.

TEACHING STRATEGIES/ACTIVITIES

Suggestions for field trips include:

1. Acquaint students with community occupations/work roles.
2. Observe activities at the city water supply and city sewage plant.
3. Observe fire and police department, hospital/health clinic, court proceedings, welfare office.
4. Conduct a field trip to a farm to contrast life in a city. What changes would need to be made by rural/farm people in order to cope with life in the city?

Possible discussion topics are:

5. Occupations necessary for the governing of the public.
6. How does TV portray life in the city? Contrast TV programs with students' observation after observing various segments of city life.

Several general activities include:

7. Conduct a "mock" city government within the classroom.
8. Make the classroom a community. Help the students to educate themselves as to their role and power or lack of it and to take constructive action in changing schools and other community institutions.
9. Collect and display newspaper clippings regarding problems in cities in the United States and in cities in other countries.
10. Compare the increase in population in world cities with increase in

crime, standard of living changes, health problems, etc. Make a chart that relates these changes over time.

11. An activity on city planning:

Review necessities needed to be accommodated in a model city. Design a model city including major buildings, parks, streets, and highways, water and sewage plants.

Discuss changes which would have to occur in people of present city in order to live in Model City. What would be differences?

TOPIC: Myself and Others

RATIONALE: This topic would seem to be especially applicable to the language arts and for children of the lower elementary grades. Some integration of the social studies and art may be considered. The major aims of the topic are to further the student's development of a positive self-concept, and to increase an awareness of others around the globe. In this last regard the concern is for the needs and contributions of others, and the necessity of cooperation and sharing in order to provide for the needs of all people in the world.

TERMINAL OBJECTIVES:

1. Demonstrate decreasing ethnocentricity by identifying ways people in the United States are linked to the global community.

RELATED TERMINAL OBJECTIVES

1. Demonstrate decreasing ethnocentricity by classifying things that he or she shares with other children in the global community.
2. Demonstrate respect for others by describing how other people help meet his or her needs.
3. Demonstrate self-awareness and respect for others by describing some of his or her feelings and the feelings of others.

INSTRUCTIONAL OBJECTIVES

1. Compare one's customs and habits with those of children in other countries.
2. Identify languages that are shared by countries in the global community.
3. Explain those basic physical needs which he or she has in common with all other human beings.
4. Interpret psychological needs of having faith in themselves, the need to be and feel secure, and the need to give and receive love shared by other human beings.

ORGANIZING CENTERS

What My Body Needs Every Day

Things I Receive From Others
Sharing and Cooperation
Me
What I Like About Me
Other People.

STRATEGIES/ACTIVITIES:

1. Ask students to list all of the workers whose contributions affect their life.
2. Have students make a collective list in class of people who are significant in their lives.
3. Have two students stand in front of the room and have class describe how these two people are the same and how they are different.
4. "All About Me" Folder

   Individual work folders are used by students for collecting and preserving prized papers and projects about themselves. These folders serve as a continuing project to encourage individual growth and development of a positive self-image.
5. Personal Time Line

   Each student records memorable experiences in his or her life on a vertical line which represents the life span from birth to present. Entries may be either written or drawn and should include all events which students remember as a meaningful part of their life pattern.
6. My Dream

   Write stories about your dreams. Have an in-class dream time to relax, listen to music, and fantasize. Then write them down, paint them, and share them with other people.

   Another activity would be to have children fantasize what their life would be like if they lived in an underdeveloped country. In addition students could write a description of the United States as seen by a child from an underdeveloped country. The purpose of both activities is to check students stereotypic and ethnocentric perceptions.
7. My Self-concept

   Write a newspaper story about yourself. Tell how good you are. Talk about what you do well.
8. Cooperation

   Bring students together in small groups. Have them build the tallest structure possible from Tinkertoys without saying a word. Watch for interaction and afterward discuss. Who helped? How did they cooperate? Who were the leaders? How did they communicate? Who wanted to carry on the work by themselves?
9. Have students write or discuss how they would make themselves

understood in a foreign country.

10. Read a book about or for children in another country. Discuss similarities/differences in attitudes, opinions, etc.
11. Have students discuss things that are important to them that come from another country.
12. Debate: "English should be adopted as an international language."
    For younger students discuss this topic or simply discuss whether there should be an international language.

MATERIALS:

To recommend specific materials appropriate to any topic with no knowledge of the nature of the student population that would use the material would be both difficult and inappropriate. An annotated bibliography is provided in the final section of this publication from which selections can be made.

To make wise choices from an array of available instructional materials is a critical instructional planning task. In the interest of conserving teacher time and energy the appraisal of materials might well be a cooperative endeavor carried out by teachers within a building or across school units. The appraisal process will be more systematic and efficient if an instrument or checklist with agreed upon criteria and categories is developed to determine the teachers' perceptions of the value or worth of instructional materials as aids to learning.

In Figure 4, a materials checklist offers only representative categories of criteria, and criteria within categories.

Categories/Criteria	**Rating Scale**				
Content Characteristics	**Unacceptable**	**Acceptable**	**Good**	**Excellent**	**Rating**
Accuracy	0	1	2	3	_____
Appropriateness	0	1	2	3	_____
Cultural non-bias	0	1	2	3	_____
Cultural relevance	0	1	2	3	_____
Completeness	0	1	2	3	_____
Logicality of sequence	0	1	2	3	_____
Scope	0	1	2	3	_____
Organization	0	1	2	3	_____
Total Rating					_____

Educational Characteristics					
Objectives specified	0	1	2	3	_____
Teacher guides provided	0	1	2	3	_____
Provides for active involvement of the learner	0	1	2	3	_____
Provides for differences in students' abilities, interests	0	1	2	3	_____
Quality of instructional design of materials	0	1	2	3	_____
Time requirements are realistic	0	1	2	3	_____
Includes evaluation materials	0	1	2	3	_____
Designed for classroom instruction	0	1	2	3	_____
Self-instruction	0	1	2	3	_____
Reference	0	1	2	3	_____
Total Rating					_____
Technical Characteristics					
Color	0	1	2	3	_____
Durability	0	1	2	3	_____
Editing	0	1	2	3	_____
Type size	0	1	2	3	_____
Print-visual Proportion	0	1	2	3	_____
Total Rating					_____
Summary Evaluation					
Content characteristics					[ ]
Educational characteristics					[ ]
Technical characteristics					[ ]

Figure 4. Rating Scale for Instructional Materials

A summary score, based on categories and criteria such as above, and which may require rating, ranking, or a combination of ranking and weighting, represents the judgments of teachers about the materials. The appraisal may be carried out by each individual teacher, as a cooperative appraisal or, if large amounts of materials are being reviewed, by random assignment of materials to review committees.

EVALUATION:

Evaluation has broader connotations for the teacher than that of administering tests and the assignment of grades to students.[2] It requires (a) the specification of instructional objectives, (b) the development and use of a variety of means for securing information about change, or lack of change, in students, (c) interpreting the information, and (d) making judgments about student achievement and decisions about modification of the instructional plan. In this last regard evaluation will assist in determining weaknesses in the instructional plan in order to enable the teacher to improve it. The elimination, modification, or addition of objectives, organizing centers, strategies, activities, or materials may be necessary if too much previous knowledge was assumed or if it is found that mastery of the objectives represented too little challenge to the students.

Teacher made tests of student achievement are a common means for obtaining a sample of student behavior. For the test results to be valid the sample of the behavior must be in harmony with both the subject matter and the objectives employed in the instruction. The table of specifications shown below (Table 1) enables the teacher to classify each test item in terms of both the objectives and the content.

As teachers formulate objectives of instruction they need to be cognizant of means, other than teacher made tests, for securing information about changes in student behavior.

The table of specifications for constructing a test, shown in Table 1, will also serve as a means for determining a need to modify instruction. For example, an analysis of the results of the teacher made tests will indicate which objectives and in relationship to what organizing center(s) students encountered the greatest difficulty. Modification in the amount of instructional time devoted to the objective and organizing center, teaching strategy, materials, etc., may be in order.

The sample used in Table 1 is based on the Topic, *People Needs,* and suggests the number of test items needed to obtain a balanced measure of the instructional objectives and the course content.

[2]For a comprehensive and helpful resource for teachers see Ten Brink, Terry. *Evaluation: A Practical Guide for Teachers.* New York: McGraw-Hill Book Company, 1974. Also, Grolund, Norman E. *Measurements and Evaluation in Teaching.* 3rd Ed., New York: Macmillan Publishing, Inc., 1976.

Organizing Centers	Instructional Objectives				
	Resources Required	Resources Available	Resources Imbalance	Standard of Living	Resources Shortages
Food	2	3	1	1	3
Personal Income	2	1	1	1	1
Energy Resources	2	1	1	1	1
Housing	2	3	1	1	3
Sanitation/Health	2	2	1	1	2
Total Number of Test Items	10	10	5	5	10

Table 1. Table of Specifications on a 40-Item Test on a Global Studies Topic

The number in each cell indicates the number of test items to be constructed. For example, a total of ten items for measuring the objective, *Identify resources required by all people and nations,* is shown; two in each of the five organizing centers, *Food, Personal Income, Energy Resources, Housing,* and *Sanitation/Health.* The relative emphasis given to the objective, *Describe the standard of living of people in developed and developing nations,* is less than that given to three other objectives, indicating that less emphasis was given during instruction.

CONCLUSION:

The objective that schools should provide a global studies focus in their programs is based on the premises: (a) that education for international understanding and cooperation is an imperative and legitimate concern of schools today, and (b) that this education must begin with children at an early age. It should be recognized that during the early years of formal schooling, because of student difficulty in dealing with abstract concepts, the approach to these themes can be most effectively pursued in terms of the child's familiar experiences and immediate environment. It remains for the teacher to initiate efforts to interpret these experiences in terms of the wider world.[3] To ensure that the focus will impact on programs in any significant

[3]Joan E. Moyer, *Bases for World Understanding and Cooperation: Suggestions for Teaching the Young Child.* Washington, D.C.: Association for Supervision and Curriculum Development, 1970.

way whether direct or indirect as suggested above will require (a) a commitment of time and resources by the school, and (b) a systematic plan for the development of the curriculum and its implementation in the classrooms.

What has been proposed pertains to both curriculum and instruction. Curriculum planning focuses on the assessment of school goals which state or imply global studies, consideration in a systematic way of the relation of existing subject areas to goals and learning outcomes, the identification of organizing centers or content foci, and culminates in the development of illustrative organizing centers. The tasks of instructional planning for effective implementation of the designed curriculum conclude the presentation.

CHAPTER IV

Resources for Teachers

Norman V. Overly, David L. Silvernail, and Michele K. Jamison

Elementary teachers are in need of resources if they are to be in a position to carry through on their ideas for molding today's global problems into promises for the future. If all elementary teachers were specialists in the social sciences, the natural and physical sciences, as well as the humanities and practical arts, they would experience far less difficulty with development of relevant global studies curricula for their classes.

Few elementary teachers, however, have a depth of preparation in a single substantive area that will permit them to engage in meaningful curriculum development in new or integrated areas without background study. The most direct resource for study is the library and its store of books. Other resources might be of greater value but even in our highly technological society the printed word is most readily and commonly accessible. Therefore, the authors decided it was best to limit the suggested background resources to books most likely to be found in local libraries.

Background Resources

The willing and able teacher located near a major university or large city will easily locate many books and articles to supplement the suggestions provided below. Probably the richest single source of information on all problems considered in this book is Unesco publications. They include reports of governmental studies, proceedings of international conferences, reports of special commissions and councils of the United Nations, as well as studies and reports by the professional staff of United Nations agencies. Unfortunately, many local libraries carry few if any of these resources. Some of these publications are available directly through the United Nations in New York, but most, if not all such publications may be ordered directly from Unesco, Place de Fonteroy, 75, Paris, France.

Many materials are available that explore aspects of the problems treated in this publication. New ones are appearing daily. Listed below are a few of

those generally published within the past ten years found useful to the authors for background reading. They are categorized according to the main focus or organizing theme selected by their authors. However, most of the selections exemplify the interrelatedness of the problem areas by their integrated treatment of several problems or the analysis of causes and effects of one problem in terms of another. Letters following the entries indicate those problem areas viewed as subsidiary to the main theme according to the key below:

A — Population Explosion
B — Resource Shortages: Fuels, Energy, Minerals, and Water
C — Food Crisis and Hunger
D — Environmental Pollution
E — War, Conflict, and Nuclear Proliferation
F — Income Disparity and Poverty
G — Urbanization and Urban Deterioration.

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Hill, John, *The Disinherited*, London: Earnest Benn Limited, 1970, 160 pp. A,B,C.

Horowitz, David, *The Abolition of Poverty*, New York: Praeger Publications, 1969, 178 pp. A,C.

Howe, James W., *Interdependence and the World Economy*, New York: Foreign Policy Assoc. Inc., #222, October 1974, 62 pp.

Marcus, Edward, and Mildred Rendi Marcus, *Economic Progress and the Developing World*, Glenview, Illinois: Scott Foresman & Co., 1971, 206 pp. A,E,G.

McNamara, Robert S., *One Hundred Countries, Two Billion People*, New York: Praeger Publications, 1973, 140 pp. A,B,C.

Myint, H., *The Economics of the Developing Countries*, London: Hutchinson Co. Ltd., 4th (Revised) edition, 1973, 160 pp.

Myrdal, Gunnar, *The Challenge of World Poverty*, New York: Pantheon Books, 1970, 518 pp. A,B,C.

Roach, Jack L., and Janet K. Roach, *Poverty Selected Readings*, England: Penguin Books Ltd., 1972, 350 pp. A,C,E.

_____, *The Atlantic Papers, Vol. 3*, Lexington, Mass.: Lexington Books, 1971, 245 pp. A,E.

Ward, Barbara, *The Rich Nations and the Poor Nations*, New York: W.W. Norton & Co., Inc., 159 pp. All.

Ward, Barbara, J.D. Runnalls, and Lenore D'Anjou (eds), *The Widening Gap*, New York: Columbia University Press, 1971, 372 pp. A,B,C,G.

Ward, Richard J., *Development Issues for the 70's*, New York: Dunellen Publ. Co. Inc., 1973, 282 pp. A,C,E.

Urbanization and Urban Deterioration

Blowers, Andrew, Chris Hamnett, and Philip Sarre, *The Future of Cities*, London: Hutchinson Education Ltd., 1974, 355 pp.

Coppa, Frank J., and Philip C. Dolce (ed), *Cities in Transition: From the Ancient*

World to Urban America. Chicago: Nelson-Hall Co. Publ., Collection of essays: 1974, 291 pp. A,B,C.

Desai, A.R., *Essays on Modernization of Underdeveloped Societies* — Two Vol., New York: Humanities Press, 1972, 603 pp. 636 pp.

Detwyler, Thomas R., and Melvin G. Marcus, *Urbanization and Environment,* Belmont, Calif.: Duxbury Press, 1972, 287 pp. A,B,D,F.

George, Carl J., and Daniel McKinley, *Urban Ecology: In Search of an Asphalt Rose,* New York: McGraw-Hill Book Co., 1974, 181 pp. All.

Greer, Scott, Dennis L. McElrath, David W. Minar, and Peter Orleans, *The New Urbanization,* New York: St. Martin's Press, 1968, 384 pp. A,B,C.

Grukind, Peter C.W., *Urban Anthropology: Perspectives on Third World Urbanization and Urbanism,* Assen, Netherlands: Van Gorcum & Co., B.V., 1974, 262 pp.

Hansen, Niles M., *Rural Poverty and the Urban Crisis,* Bloomington: Indiana University Press, 1970, 352 pp. A,C,D.

Harris, Walter D. Jr., *The Growth of Latin American Cities,* Athens: Ohio University Press, 1971, 341 pp. A,B,C,D.

Hicks, Ursula K., *The Large City: A World Problem,* London: Macmillan Press Ltd., 1974, 270 pp. A,B,C,D,F.

Hutton, John, *Urban Challenge in East Africa,* Nairobi, Kenya: East African Publ. House, 1970, 285 pp. A,C,F.

Linowitz, Sol M., *The Troubled Urban World,* Claremont, Calif.: Claremont University Center, 1974, 69 pp. All.

Palen, J. John, *The Urban World,* New York: McGraw-Hill Book Co., 1975, 480 pp. A,B,D,F.

Rodwin, Lloyd, *Nations and Cities: A Comparison of Strategies of Urban Growth,* Boston: Houghton Mifflin Co., 1970, 395 pp. A,C,F.

Scott, Robert E. (ed), *Latin American Modernization Problems,* Urbana, Ill.: University of Illinois Press, 1973, 365 pp. A,C.

Steward, Julian H., *Three African Tribes in Transition,* Urbana, University of Illinois Press, 1972, 519 pp. A,F.

Weitz, Raanan (ed), *Urbanization and the Developing Countries,* New York: Praeger Publ. Inc., 1973, 308 pp. A,C,F.

Classroom Resources

While many materials are available as resources for the teacher, few materials are available for direct use with students in the classroom. The original intent in gathering materials was to include only those that are printed.

There is an abundance of social studies texts that treat aspects of many of the global problems, usually under traditional headings of national and world histories, economics, science, and geography. It is common for teachers to have access to one or two series of these texts, but rare for copies of the variety of texts necessary to build a comprehensive global studies curriculum

to be available. Moreover, studies of the treatment of various subject areas, international culture, and histories indicate severe limitations in many of the materials that are available. Therefore, it was decided to omit textbooks from the list on the grounds that teachers can readily identify the texts themselves, but even if identified they are less readily accessible for use with children. On the other hand, trade books which meet the criterion of adequate treatment of global problems in a manner appropriate to the development and abilities of elementary children are few and far between. Because of these limitations in potential resources, it was decided to include lists of 16 mm. films and kits of other sources that might be used.

The experienced teacher will likely find favorite sources missing from this list. It is by no means exhaustive. Probably the teacher's best resource is a good children's librarian who can quickly direct the teacher to possible sources that are adaptable to the identified themes and the teacher's special needs.

It seems important to reiterate that while materials are important, the most significant factor is teacher ability to develop, adapt, and otherwise coordinate a setting, teaching strategies, and materials appropriate to the student's level of development and ability to benefit from the instruction. Textbooks attempt to do the organizing and much of the adapting of ideas to appropriate ability levels for the teacher. However, trade books are usually developed to appeal to a more diverse and less instructionally focused audience. Much of the best material is to be found among them, but it may be in the form of parables, folktales, or less easily categorized adventure, nature, or miscellaneous topics.

Trade Books

In searching for trade books, many titles will be found interesting, but do not tell the would-be user exactly what the book deals with. It seemed logical to read and annotate each book included in such a selection. Because of the lack of availability of some titles, which seem related, each book was unable to be read. Therefore the list is divided into two parts, the first annotated and the second not annotated.

Books whose content related directly to the world problems identified in previous chapters were automatically included — unless they were so outdated by current technology that they are history. Some, especially for primary grades, were included because they easily lead into discussion of some world problem. Again, favorites will have been missed, perhaps because of lack of imagination.

The books are listed in bibliographical form followed by grade level: P, primary; I, intermediate; U, upper grades.

Annotated Index

Population Explosion

Fisher, Tadd, *Our Overcrowded World.* New York: Parents Magazine Press, 1969. U. Begins with why population growth is considered a crisis. Considers cultural blocks to smaller families. Also raises question of large versus small families being a moral issue.

Gag, Wanda, *Millions of Cats.* New York: Coward-McCann, Inc., 1928. P.
Too many cats provide a basis for commentary on population explosions.

Lader, Lawrence, and Meltzer, M., *Margaret Sanger, Pioneer of Birth Control.* New York: Crowell, 1969. U.
Presents all the problems Margaret Sanger met in this country when trying to initiate birth control. Many of those problems are the ones being faced today in third world countries.

Resource Shortages

Bauer, Helen, *Water Riches or Ruin.* Garden City, N.Y., Doubleday, 1959. U.I.
Planning for and meeting our water needs in ways that don't destroy other natural resources, especially land.

Fregosi, Caudia, *Sun Grumble.* New York: MacMillan Publications, 1974. P.
Sun wakes up crabby and mean and quits. The people and plants on earth become very cold and quiet.

Green, Ivan, *Water.* New York: Coward-McCann, Inc., 1958. U.
Dated treatment of water needs — in that it doesn't consider current water shortages and the struggle to get water without destroying other natural resources. Does consider erosion, unclean water, too much or too little water.

Pringle, Laurence, *Energy, Power or People.* New York: Macmillan Publishing Co., Inc., 1975. U.I.
Very complete consideration of sources of energy — nuclear to windmills, and conservation of that energy.

Radlauer, Ed and Ruth, *Water for Your Community.* Los Angeles: Elk Grove Press, 1968. I.P.
Where water comes from, and why we need it. Very little on pollution.

Shepherd, Walter, *Geophysics.* New York: G.P. Putnam's Sons, 1969. U.
A thorough treatment of geophysics and its practical uses.

Shuleirty, Uri, *Rain, Rain, Rivers.* New York: Farr, Straus, and Giroux, 1969. P.
Rain falling on fields, oceans, and towns. Concerned with our water needs or pollution but could be used for introduction — especially of all the places we find water.

Food Crisis

Hellman, Hal, *Feeding the World of the Future.* New York: M. Evans, and Co., Inc., 1972. U.

A thorough coverage of the world food problem and solutions to that problem.

Scott, John, *Hunger: Man's Struggle to Feed Himself,* New York: Parents Magazine Press, 1969. U.

This book raises questions about the distinctions between unavailability of food and the inability to buy it.

Environmental Pollution

Freeman, Don, *The Seal and the Slick,* New York: Viking Press, 1974. P.

A young seal gets caught in a coastal oil slick and is rescued by two children.

George, Jean Craighead, *All Upon A Stone,* New York: Thomas Crowell Co., 1971. P.

Primarily the life of a mole cricket living under the stone but also all the other life he finds around him.

Laycock, George, *America's Endangered Wildlife,* New York: W.W. Norton and Co., 1969, U.

Individual articles on many endangered species and what is being done. Contains an appendix of all endangered species and their fates.

Marshall, James, *The Air We Live In,* Coward-McCann, 1968. U.

Some interrelations with other environmental elements, but main focus is air — what is polluting it. Its effects and how it can be controlled or changed.

Martin, Bill, *Series and Books,* Glendale, California: Bowman, Freedom Book Series, 1970. I.

Limited prose, lots of pictures. *Spoiled Tomatoes,* and *Once There Were Bluebirds* deal with ecology.

Parnall, Peter, *The Mountain,* Garden City: Doubleday and Co., Inc. 1971. P.

"This is a mountain that stood in the west . . ." and slowly gets overrun by people. Simple story and pictures make a very clear point for conservation.

Pringle, Laurence, *The Only Earth We Have,* New York: Macmillan Co., 1969, U.I.

The earth as a biosphere — interrelated systems which are finite and what can be done to preserve them.

War, Conflict, and Nuclear Proliferation

Myers, Bernice, *The Apple War,* New York: Parents Magazine Press, 1973. P.

A war over apples must be delayed because of a birthday party. During the party the warriors forget their differences.

Sasek, M., *This Is the United Nations,* New York: Macmillan, 1968. I.

A picture "tour" of the U.N. facilities with explanation of the purpose of the U.N. and the functions of each branch.

Speiser, Jean, *UNICEF and the World,* New York: John Day Co., 1965. I.

Programs of UNICEF: hunger, disease, sanitation, education in pictures. Pictures might be used with primary students although text might be too difficult.

Income Disparity and Poverty

Credle, Eelis, *Down Down the Mountain,* Eau Claire, Wisconsin: E.M. Hale and Co., 1934. I.P.
When two children from Appalachia want new shoes they quickly learn economics.

Urbanization and Urban Deterioration

Bendick, Jeanne, *A Place to Live,* New York: Parents Magazine Press, 1970. P.
Beginning consideration of our environment — natural and man-made. Very simple.

Blue, Rose, *How Many Blocks Is the World,* New York: Franklin Watts, Inc., 1970. P.
Kindergartner decides world is first three blocks, then five blocks, finally millions of blocks.

Clygner, Eleanor, *The Big Pile of Dirt,* New York: Holt, Rinehart and Winston, 1968. I.
A group of children begin converting an empty lot with a pile of dirt into a play area.

Cone, Molly, *The Other Side of the Fence,* Boston: Houghton Mifflin, 1967. I.
Fiction. A black family moves into an all white neighborhood, and one young boy's idea of what is right.

Evans, Eva, *All About Us,* New York: Golden Press, 1947. P.I.
Old. Covers differences among people, both in looks and the way they act, and how we react.

Grosshart, Francine, *A Big City,* New York: Harper and Row, Publications, 1966. P.
A part of the city for each letter of the alphabet.

Hine, Al, and John Aicorn, *Where in the World Do You Live,* New York: Harcourt, Brace and World, 1962. P.
The child resides in a house, a community, a country, a world.

Hitte, Kathryn, *What Can You Do Without a Place to Play?,* New York: Parents Magazine Press, 1971. P.I.
Children living in an apartment show the reader their urban environs as they look for a place to play.

Katzoff, Sy, *Barto Takes the Subway,* New York: Knopf, 1961. P.
Photographic story of taking a subway in New York City. Simple story line.

Krauss, Ruth, *The Big World and the Little House,* New York: Harper and Bros., 1949. P.I.
The little house is a home — a place that people feel special about. People can also have special feelings about a room in the house, or other places. Learning that we have many special feelings and how to handle all these loyalties.

Lavine, David, *Under the City,* Garden City, New York: Doubleday, 1967. U.
Talks about the support systems found under a city (water, gas, sewage, transportation). Little consideration of problems facing a city today.

Leeper, Robert R., and Mary Albert O'Neill, *Hunters Point Redeveloped,* Washington, D.C.: ASCD, 1970. U.

"A tape transcription of 6th graders discussing their plan for redeveloping a depressed area in San Francisco."

Lynch, Lorenzo, *The Hot Dog Man.* Indianapolis: Robbs-Merrill Co., Inc., 1970. P.
A day in the life of the Hot Dog Man. Urban setting.

Madian, Jon, *Beautiful Junk.* Boston: Little, Brown & Co. No. date. P.I.
The story of Simon Rodia's towers of "junk" in Watts. Contains biographical notes.

Mann, Peggy, *The Street of the Flower Boxes.* New York: Coward-McCann, 1966. I.
A young couple buys a house in a rundown neighborhood and fixes it up. They plant flowers, which are destroyed by neighborhood children until they hire Carlos as caretaker. Carlos' enthusiasm as caretaker soon spreads and other children want flowers. Eventually everyone has flower boxes.

Mann, Peggy, *When Carlos Closed the Street.* New York: Coward-McCann, Inc., 1969. I.
By the author of *Street of the Flower Boxes.* Carlos gets the street closed off for a game of baseball.

McGinley, Phyllis, *All Around the Town.* Philadelphia: J.B. Lippincott Co., 1948. P.
City sites A-Z.

Miyumura, Kayue, *If I Built a Village.* New York: Thomas Crowell Co., 1971. P.I.
All the things a child would include, ending with: "There would be people, who would care and share with all living things the land they love."

Munzer, Martha E., *Planning Our Town.* New York: Alfred Knopf, 1964. U.
The importance of planning, remembering the larger community of region, country, and world. Contains reading list.

Rice, Inez, *A Tree This Fall.* New York: Wm. Morrow and Co., 1970.
Children in the city plant acorns in hopes of growing trees in front of their homes, but a squirrel eats the acorns.

Ritchie, Barbara, *The Riot Report.* New York: The Viking Press, 1969. U.
A look at the race riots of the late 60's — what happened and why? Also what can be done to prevent this situation in the future.

Rosenbaum, Eileen, *Ronnie.* Parents Magazine Press, 1969. P.
Photographs of a black boy, Ronnie, in an urban setting; what he does, his feelings, and family.

Schwartz, Alvin, *Old Cities and New Towns.* New York: E.P. Dutton, 1968. U.
Deals with city problems, the history of those problems, and ideas of ways to deal with them.

Schneider, Herman and Nina, *Let's Look Under the City.* New York: Wm. R. Scott, Pub., 1954. P.I.
Establishes the need for services (water, gas, electricity) in an apartment and how those services are supplied in a city.

Snyder, Anne, *50,000 Names for Jeff.* New York: Holt Rinehart Winston, 1969. I.
A young boy circulates a petition to continue work on an urban renewal housing project that is being blocked by long-time residents of the neighborhood where the building is.

Thomas, Ianthe, *Walk Home Tired, Billy Jenkins.* New York: Harper and Row, 1974. P.

A story about a little boy too tired to walk home and the stories his sister invents to make it easier. Although story is not direct comment on urban setting, drawings beautifully depict urban environs.

Index, Not Annotated*

Population Explosion

Cook, Robert, and June Lecht, *People!*, Washington, D.C.: Columbia Books, Inc. 1973. U.

Evans, Eva Knox, *People Are Important*, Wayne, New Jersey: Golden Press, 1951. I.U.

Frankel, Lillian B., *This Crowded World*, Washington, D.C.: Columbia Books, Inc. 1970. I.

Hyde, Margaret O., *This Crowded Planet*, New York: McGraw-Hill Book Co., 1961. U.

May, Julian, *Families Live Together*, Chicago: Follett Publishing Co., No date. P.

The Population Problem, New York: Garden Club of America, 1968.

Resource Shortages

Aylesworth, Thomas G., *This Vital Air, This Vital Water*, Chicago, Ill.: Rand McNally and Co., 1974. U.

Bova, Benjamin, *Planets, Life and LGM*, Addison-Wesley, Menlo Park, 1970. U.

Briggs, Peter, *The Great Global Rift*, New York: Weybright and Talley, 1969. U.

Heady, Eleanor B., *Cost of Earth: The Story of Grass*, New York: W.W. Norton, 1968. I.

Levis, Richard, *Out of the Earth I Sing*, New York: W.W. Norton. No date. I.U.

Raskin, Edith, *Pyramid of Living Things*, Chicago, Ill.: The Macmillan Co., 1967. U.

Ross, Frank, *Undersea Vehicles and Habitats: The Peaceful Uses of the Ocean*, New York: Crowell, 1970.

Schneider, H & M., *Rocks, Rivers, and the Changing Earth*, New York: William R. Scott, Inc., 1952. U.

Schwartz, Julius, *The Earth Is Your Spaceship*, New York: McGraw Hill Book Co., 1963. I.

Thompson, Paul D., *Abiogenesis: From Molecules to Cells*, Chicago, Ill.: J.B. Lippincott Co., 1969. U.

U.N. Department of Public Information, *A Garden We Planted Together*, Chicago, Ill.: Macmillan Co., No. Date. P.I.

*A primary source for the books included in the not annotated list was: Roger Berg. "Resources for Teaching International Education in the Elementary School Social Studies Curriculum," unpublished doctor's dissertation, Northwestern University, August 1972.

Food Crisis

Bevarde, Melvina, *Race Against Famine,* Philadelphia, Pa.: Macrea Smith Co., 1968. U.

Edlin, Herbert Lesson, *Plants and Man: The Story of Our Basic Food,* New York: Doubleday and Company, Inc., 1969. U.

Helfman, Elizabeth S., *This Hungry World,* Glenview, Ill.: Scott Foresman and Co., 1970. U.I.

Levis, Alfred, *The New World of Food,* New York: Dodd, Mead, 1968. U.I.

Environmental Pollution

Coppard, Audrey, *Who Has Poisoned the Sea,* New York: S.G. Phillips, Inc., 1970. U.I.

Navarra, John G., *Wide World Weather,* New York: Doubleday and Co., 1968, U.

Our Man-Made Environment, Book Seven, Group for Environmental Education, Cambridge: M.I.T. Press, 1973.

War, Conflict, and Nuclear Proliferation

Epstein, Edna, *The First Book of the U.N.,* New York: McGraw Hill Book Co., 1965. U.

Fehrenbach, T.R., *The United Nations in War and Peace,* New York: Random House-Singer, 1968. U.

Harrison, Deloris, *We Shall Live In Peace,* New York: Hawthorn Books, 1968. I.U.

Mitchison, Naomi, *Friends and Enemies,* New York: John Day Co., 1968, U.I.

Editors of Time-Life Books, *Handbook of the Nations and International Organizations,* New York: Time Life Books, No date. U.

Wahl, Jan, *The Animal's Peace Day,* New York: Crown, 1970. I.

Income Disparity and Poverty

Gay, Kathryn, *Money Isn't Everything,* New York: Delacourte, 1967. I,U.

Urbanization and Urban Deterioration

Hellman, Harold, *City of the World of the Future,* Chicago, Ill.: J.B. Lippincott Co., 1970. U.

_____, *Communications in the World of the Future,* Chicago, Ill.: J.B. Lippincott Co., 1974. U.

_____, *Transportation in the World of the Future,* Chicago, Ill.: J.B. Lippincott Co., 1969. U.

Lampman, Evelyn S., *The City Under the Back Steps,* New York: Doubleday and Co. Inc., No date. I.

Pitt, Valerie, *Let's Find Out About the City,* McGraw-Hill Book Co., 68 pp. No date.

Film

The films selected for listing below were chosen on the basis of direct and obvious relevance to the themes suggested for use in global studies in the preceding chapters. Additional titles of less obviously relevant works will be equally valuable to the creative teacher willing to adapt general material to specialized themes. As always, the teacher should preview all films before showing them to a class.

Source for titles for the list was the National Information Center for Instructional Media. They are listed alphabetically under the subject headings used by NICIM. Use of these subject headings will enable the teacher to search for other titles which he or she feels might be appropriate. Under each title the grade level, date of production, and distributor, are given.

Population

The Food Revolution I-H 1968
McGraw-Hill Text Films
330 W. 42nd Street
New York, NY 10036

House of Man, Part Two I-H 1969
Our Crowded Environment
Encyclopedia Britannica
Education Corp.
425 N. Michigan Avenue
Chicago, IL 60611

In Search of Space P-J 1969
Indiana University
Audio-Visual Center
Bloomington, IN 47401

Social Problems

Black Rabbits and White Rabbits I-C 1970
Warren Schloat Productions, Inc.
115 Tomkins Ave.
Pleasantville, NY 10570

The Cities, A City to Live In I-C 1968
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

The Cities, Dilemma in Black and White I-C 1968
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

The Cities, To Build a Future I-C 1968
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

Junkdump I-H 1970
Communico
1335 N. Highway Drive
Fenton, MO 63206

Lonnie's Day P-C 1969
Coronet Instructional Films
65 E. South Water St.
Coronet Building
Chicago, IL 60601

Mandabi I-C 1969
Grove Press-Cinema 16 Film Lib.
80 University Pl.
New York, NY 10003

The Model City P-C 1968
Grove Press-Cinema 16 Film Lib.
80 University Pl.
New York, NY 10003

My Garbage P-C 1968
Grove Press-Cinema 16 Film Lib.
80 University Pl.
New York, NY 10003

Peace and Voices in the Wilderness P-CA

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

Pollution — Land, Air, Water, Noise 1971
Academy Films
748 N. Seward Street
Hollywood, CA 90038

Conservation and Natural Resources

Adventure High Arctic P 1969
A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, NY 14202

The American Bald Eagle I-H 1970
Coronet Instructional Films
65 E. South Water Street
Coronet Building
Chicago, IL 60601

Conquering the Sea I-C 1967
McGraw-Hill Text Films
330 W. 42nd Street
New York, NY 10036

Conservation — A Job for Young America I-C 1968
McGraw-Hill Text Films
330 W. 42nd Street
New York, NY 10036

Dirt Cheap I-H 1949
VA Department of Production
Film Production Service
523 Main Street
Richmond, VA 23216

Ecology — Saving Our Natural Resources I 1970
Neubacher-Vetter Film Prod.
1750 Westwood Blvd.
Los Angeles, CA 90024

The Greatest Good I-C 1968
Thomas J. Barbre Prod.
2130 S. Bellaire Street
Denver, CO 80222

Nature Is for People P-J 1969
Aims Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

Wild River I-H 1965
Encyclopedia Britannica
Education Corp.
425 N. Michigan Avenue
Chicago, IL 60611

Ecology — General

Air Pollution I-H 1969
Journal Films
909 W. Diversey Pkwy.
Chicago, IL 60614

Air Pollution I 1970
Sterling Educational Films
P.O. Box 8497
Universal City, CA 91608

Air Pollution — A First Film P 1971
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

Can We Control the Weather I-H 1968
McGraw-Hill Text Films
330 W. 42nd Street
New York, NY 10036

Conservation — For the First Time P 1969
McGraw-Hill Text Films
330 W. 42nd Street
New York, NY 10036

Conservation — Waterfall I-H 1969
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

How To Make a Dirty River I-C 1970
National Broadcasting Co., TV
30 Rockfeller Plaza
New York, NY 10020

Miner's Ridge I-C 1970
CCM Films Inc.
866 Third Ave.
New York, NY 10022

Mountains, A First Film D-I 1969
BFA Educational Media
2211 Michigan Avenue

Santa Monica, CA 90404
Sea, Fire, and Ice P-C 1969
A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, NY 14202
They Live by Water P-C 1969
A-V Explorations, Inc.
505 Delaware Ave.
Buffalo, NY 14202
The Vanishing Sea P-C 1969
A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, NY 14202
Stream I-H
Independent Film Producers Co.
P.O. Box 501
334 E. Green St.
Pasadena, CA 91102
Up to Our Necks I-C 1970
National Broadcasting Co.
Educational Enterprises
30 Rockefeller Plaza
New York, NY 10020

Basic Needs

Children of the World I-C
Cathedral Films, Inc.
2921 W. Alameda Avenue
Burbank, CA 91505
Communities Depend on Each Other P 1969
Coronet Instructional Films
65 E. South Water Street
Coronet Building
Chicago, IL 60601
Food, Clothing, Shelter in Three Environments I-H 1969
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404
Man's Basic Need, Natural Resources 1969
Encyclopedia Britannica
Education Corp.
425 N. Michigan Avenue
Chicago, IL 60611
Why People Have Special Jobs K-P 1970
Learning Corporation of America
711 Fifth Avenue
New York, NY 10022

Urbanization

Communities Keep Clean P 1969
Coronet Instructional Films
65 E. South Water Street
Coronet Building
Chicago, IL 60601
Place of My Own K-P 1968
McGraw-Hill Text Films
330 W. 42nd Street
New York, NY 10036
Soliloquy of a River P 1969
A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, NY 14202

Ecology-Environmental

The Changing River I-H 1963
International Film Bureau
332 S. Michigan Ave.
Chicago, IL 60604
The Dam Builders I-H 1968
McGraw-Hill Text Films
330 W. 42nd Street
New York, NY 10036
Earth — Man's Home P 1970
Encyclopedia Britannica
Education Corp.
425 N. Michigan Avenue
Chicago, IL 60611
Ecology — The Relation of Plants and Animals to Their Environment I-C 1971
Academy Films
748 N. Seward Street
Hollywood, CA 90038
The Little Bluebird's Valley P 1970
Coronet Instructional Films

65 E. South Water Street
Coronet Building
Chicago, IL 60601

No Turning Back I-C 1970
National Broadcasting Co.
Educational Enterprises
30 Rockefeller Plaza
New York, NY 10020

Our Land Needs Your Help I 1970
Arthur Barr Productions
P.O. Box 7-C
1029 N. Allen Ave.
Pasadena, CA 91104

River, Where Do You Come From? I-J 1970
Learning Corporation of America
711 Fifth Avenue
New York, NY 10022

Where Eagles Swim P-C 1969
A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, NY 14202

Water, A First Film P-I 1968
BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

Miscellaneous Materials

Often overlooked are a group of materials that do not easily fit in the major categories of printed materials or film. Included in this list are games, television shows, instructional kits, and other "fugitive" materials that appear serendipitously. Those included here were chosen for their direct relevance to the problems identified earlier. Three of the suggestions, Moyer's *Bases for World Understanding and Cooperation,* Morris and King's "Bringing Spaceship Earth Into Elementary School Classrooms" and Dunfee and Crump's *Teaching for Social Values in Social Studies,* will prove of special value because they contain lists and suggestions of related materials and activities bridging many of the issues.

The Blue Marble, Alphaventure, Television program. (Funded by ITT) 717 Fifth Avenue, New York, NY 10022.

A Curriculum Guide in Elementary Social Studies, "Man in Changing Society, Grade 4," *Research in Education,* Volumes 6, 7 & 9. September 1971.

Dunfee, Maxine, and Claudia Crum, *Teaching for Social Values in Social Studies,* Washington: Association for Childhood Education International, 1974.

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